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ABSTRACT

Teachers and administrators from three rural impoverished school districts in South Carolina, together with consultants and the principal investigator from Clemson University, identified seven requisite qualities of teachers: knowledge, instructional management, classroom management, communications skills, planning ability, professional qualities, and personal qualities. For each of the requisite qualities, a listing of from 10 to 15 objective teacher behaviors were written. For each of the objective behaviors, a subsequent listing of conventional and unobtrusive measures were developed. The primary purpose was to devise a practitioner developed evaluation scheme to improve the validity and acceptance of teacher incentive/merit pay plans based on the identified qualities and measurement techniques. The technique yielded over 100 behavioral observations and the associated measurement procedures. The qualities and measurement strategies extend beyond the support of teacher incentive structures and have implications for an integrated professional personnel policy including recruitment, inservice, improvement, retention, promotion, incentive pay, and termination. Additionally, the structure could be the integral core of professional teacher training programs. Seventeen appendices, which comprise three-quarters of the document, contain materials produced by each of the 11 program task forces (evaluation, content/level mastery, instructional management, classroom management, communications, planning ability, professional qualities, personal qualities, schedules, menu, and awards) as well as sample classified ads, interview questions, and demographic profiles. (Author/NEC)

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DEVELOPING TEACHER INCENTIVE PROGRAMS

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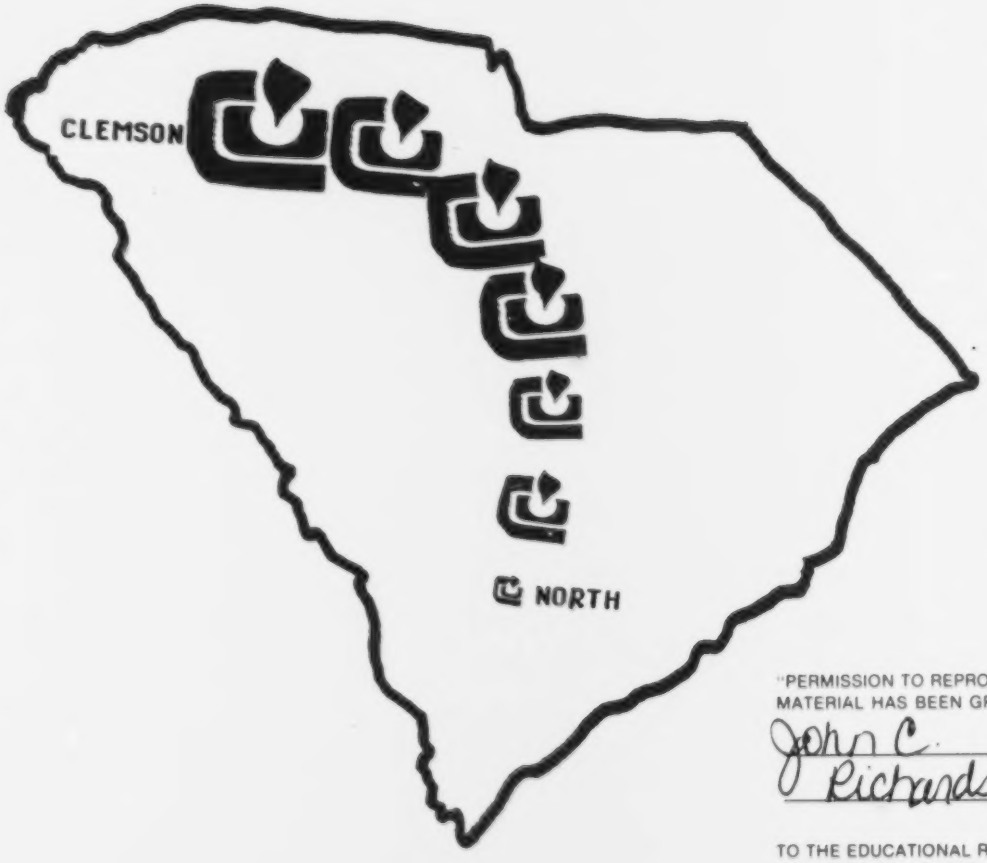

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DEVELOPING TEACHER INCENTIVE PROGRAMS
FINAL REPORT

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The Principal investigator is grateful to the many professionals who contributed their time and talents to make this proposal a successful endeavor. Professionals whose assignments range from the United States Department of Education to classroom teaching responsibilities in rural schools of South Carolina have made contributions to the literature on teacher incentive pay and benefits.

This investigator is grateful to the unknown readers who evaluated the proposal and found it worthy. The administrative staff in the Secretary's Discretionary Fund Division and the staff of Grants and Contracts of the Department of Education have been extremely helpful. The Director's meeting in the fall was an excellent opportunity to gain some insights on and profit from the directions of similar projects.

Field sites and host school districts are special. They are tolerant and their accomodation needs mention. Dr. William E. Carson, Superintendent, Orangeburg District 6 (North School District) Schools, North, South Carolina; Mr. Robert G. English, Superintendent, Lexington District 4 Schools, Swansea, South Carolina; Ms. Donna Elmore, Superintendent, Calhoun County Schools, St. Matthews, South Carolina; all were key professional administrators in the success of the project. Ms. Verneta P. Guess, Administrative Assistant to Dr. Carson, served in virtually every capacity of the project and her efforts need acknowledgement.

Mr. Gary Leonard, Coordinator Principal Incentive Pay and Teacher Incentive Pay, South Carolina State Department of Education, Columbia, South Carolina, served as a volunteer external consultant to help keep our proposed activities, when possible, in concert with the state initiatives to provide incentive pay for educators.

Dr. Lee Sechrest, Head, Psychology Department, University of Arizona, Tucson, Arizona, served as a major consultant to the project staff and consultants. His contributions to the authorship of the classic text on unobtrusive or non-reactive measures provided the catalyst for the principal investigator to propose the project.

Ms. Meri Waite, Graduate Assistant to the principal investigator, was invaluable in her role as a writer, editor, and word processor specialist in compiling the various reports into final form.

Finally, this investigator is deeply indebted to Dr. Deborah A. Bott, Assistant Professor, University of Kentucky, Lexington, Kentucky. Dr. Bott's knowledge of teacher competencies, her ability to conduct meetings, synthesize ideas, and get them into print distinguish her in her field.

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DEVELOPING TEACHER INCENTIVE STRUCTURES

1.0 Introduction

Incentive for teachers to enter the profession, stay in the classroom, and excel in teaching can be difficult to identify, yet many educators recognize the need to identify and distribute incentives to deserving teachers. The National Commission on Excellence in Education's report, A Nation at Risk: The Imperative for Educational Reform (1983) advocates the implementation of teacher evaluation systems which are tied to decisions about salary, tenure, promotions, and retention.

Districts across the nation are struggling with the related issues of evaluation of teacher performance and recognition for superior work. These issues are often magnified in small rural districts which operate with limited human and fiscal resources. The purpose of the Project to Develop Teacher Incentive Structures is to devise a plan for awarding incentive grants to teachers who work in rural, impoverished, disadvantaged, and/or impaired school districts. The incentive plan is aimed at improving the quality of teachers employed by such districts, thus improving the educational services delivered to children and youth.

1.1 Issues Relating to Incentives for Teachers

Identifying and distributing incentives for teachers can be problematic. As of 1983, fewer than 4 percent of American school districts were using a merit pay system (Cramer, 1983). Some professional teaching organizations such as the National Education Association and the American Federation of Teachers are opposing merit systems if they are used as a substitute for higher pay scales for all educators and if they are based on subjective or arbitrary measures. Rewarding merit appears to be a straightforward concept, but the successful design and implementation of a merit plan requires attention to issues such as cooperative planning by teachers and administrators, validity and reliability of the evaluation plan, fairness in selection of teachers receiving incentives, and commitment of sufficient resources to provide meaningful incentives.

1.1.1 Evaluation issues. The key to a successful incentive program is the evaluation component (Cramer, 1983; Haefele, 1980; Hoogeven and Gutkin, 1986). Scherer (1983) cites a study sponsored by the Educational Research Service that identified unsatisfactory evaluation procedures as a primary reason why merit plans were discontinued in school districts. Many different evaluation schemes have been proposed, but all should be judged in terms of reliability, validity, and equitable treatment of all persons being evaluated.

Reliance on a single indicator for evaluation of teachers is generally viewed as an unfair practice. For example, a single measure that is viewed as unacceptable by itself is the "showcase lesson", the observation of a single lesson by an evaluator during which the teacher is acutely aware of the importance of the judgement the evaluator will make. Good (Scherer, 1983) criticizes the use of showcase lessons as an evaluation tool because "part of the quality of teaching is continuity--building meaning over time," (p. 24) the obtrusive presence of an evaluator in the classroom during the lesson, the subjective nature of the informal observations, and the potential lack of reliability all contribute to making observation of single lessons an insufficient measure of meritorious teaching. One solution to the difficulty of using showcase lessons as a point of evaluation may be the use of unobtrusive measures, (Webb, Campbell, Schwartz, Sechrest & Grove, 1981) which are indicators that do not require the presence of an evaluator in the classroom during instruction. Cramer (1980) suggests that the best evaluation is a combination of objective and subjective measures.

Another issue within evaluation is the question of who will conduct the evaluations. Cramer (1980) emphasizes the need for all evaluators to be trained in the mechanics of the evaluation system. The National Commission on Excellence in Education (1983) recommended that ratings include a peer review. In an empirical study of ratings by colleagues, Hoogeveen and Gutkin (1986) found that peer and principal ratings were highly correlated, but that self ratings tended to be inflated and were not significantly related to either principal or peer evaluations. Some teachers are concerned that evaluation by a principal or outside evaluator who is not familiar with local curricula or specialized teaching techniques may be unfair. Epstein (1985) found that different raters--parents and principals--emphasized different features within teacher evaluations and

recommended that multiple judges be used.

An additional consideration in teacher evaluation is the use of evaluations for purposes other than decisions including recruitment, interview ratings, hiring, tenure, promotion, retention, and release. Many times the criteria applied to these decisions are inconsistent. A sound evaluation system developed for the purpose of decisions regarding awards or incentives may also have the potential to be consistently applied to other personnel matters.

1.1.2 Selection issues. An evaluation system is the foundation for any incentive structure, but evaluations do not automatically select those teachers worthy of receiving merit pay or other incentives. Criterion scores or values need to be established to distinguish between those teachers who will receive awards and those who will not. Criteria for merit should be established before evaluation, and all teachers who meet the criteria should be rewarded.

The use of quotas, establishing a certain number of teachers who may receive incentives, is criticized because of potential harm to collegiality among teachers due to competition for a limited number of awards (Cramer, 1980; Scherer, 1983). This has implications for the scale on which an incentive program is implemented. The optimal situation appears to be one in which all deserving teachers in a district are eligible for the incentives from the very beginning of the program. A gradual implementation may actually hurt the morale of those teachers not allowed to participate.

It is important that the merit program be viewed as fair by participating teachers. Allowing teachers or their representatives to participate in the development of the program may foster the perception of fairness. Another important component is that of an appeal process. Cramer (1980) describes one example of an appeal process in which a teacher not receiving merit pay may appeal the decision. The teacher first works with the principal to develop specific goals for improved performance; the teacher is then re-evaluated in mid-year, and if the goals are met, the incentive is given retroactively.

1.1.3 Commitment of resources for incentives. The goal of any merit program is to recognize and reinforce the exemplary behaviors of professionals. Obviously, if the incentives are not sufficient to provide motivation to improve or maintain excellence, the program will not achieve the ultimate goal of promoting effective instruction for children and youth. The consulting firm of Educational Futures Research suggests that salary incentives should be at least 10 percent of a teacher's salary (Scherer, 1983). Incentives may not always be salary or merit pay, but limited resources for awards can restrict the power of an incentive program.

1.2 Small School Districts and Teacher Incentives

Small school districts in rural impoverished areas have been slow to implement teacher incentives often relying on many chance factors to attract and retain educators. Small school districts may, however, be more amenable to being managed efficiently and concomitantly be more efficient in recruiting very competent educators who might prefer more individualism, and more professionalism. An incentive structure might be a key component in retaining an excellent cadre of educators.

1.3 Focus of the Project to Develop Teacher Incentive Structures

The Project to Develop Teacher Incentive Structures addresses the larger issues related to merit programs and the specific problems faced by those small school districts in rural areas which are in need of attracting and maintaining a skilled teaching staff. The design of the project emphasizes: (a) involvement of a wide range of professionals including local school district teachers and administrators, university personnel, and expert consultants, (b) use of unobtrusive measures within the evaluation system, and (c) application of reinforcement and learning theory to the design of an incentive structure.

1.4 Definition of Terms

The following terms will be used throughout this report. The definitions of the seven requisite qualities of a teacher were developed during meetings of the Steering Committee.

1.4.1 Requisite qualities. The requisite qualities of a teacher are

those behaviors, attitudes, and values that distinguish individuals as both educators and professionals. The qualities are seen as essential for effectiveness in teaching.

1.4.2 Content/level knowledge. Content/level knowledge is the information about subject and curriculum necessary to be a competent instructor. Teachers must be thorougly grounded in the subject matter for their area(s) of instruction. This involves a mastery of content and a translation of that content to make it appropriate for the age and cognitive levels of the students.

1.4.3 Instructional management. Instructional management is the application of learning theory and research-based teaching practices. This involves the use of appropriate teaching behaviors and materials matched to the unique needs of the students. Effective instructional management is the delivery of content in such a way that learning occurs.

1.4.4 Classroom management. Classroom management is the daily organization and utilization of time, activities, procedures, resources, and space for the purpose of creating a classroom environment conducive to learning.

1.4.5 Communication skills. Communication skills necessary for the teacher are exemplary language arts skills in the areas of listening, speaking, reading, writing, and thinking. The communication skills of the teacher have two purposes: (a) to model appropriate language for the students, and (b) to express and receive ideas in an accurate and appropriate manner.

1.4.6 Planning. Planning is the utilization of problem-solving skills to manage resources and time in order to effectively achieve long and short term instructional goals. Planning involves a design for the total school day in which maximum use is made of instructional time; planning also involves preparation that is flexible and responsive to a variety of contingencies.

1.4.7 Professional qualities. Professional qualities are those that evidence upholding ethical and community standards, maintaining an interest in professional growth, practicing what research indicates as

best practice, and committing to the idea that all students can learn.

1.4.8 Personal qualities. Personal qualities are those behaviors that indicate traits, attitudes, and values required for successful relationships with colleagues, students, parents, and members of the community.

1.4.9 Menu. A menu for a teacher incentive program is a listing of those awards for merit from which eligible teachers may select.

1.4.10 Award sources. Award sources are the public and private resources dedicated to a teacher incentive program for the purpose of reinforcing meritorious teaching .

1.4.11 Schedules. Schedules are the classic reinforcement plan which utilize fixed-interval, fixed-rate, variable, and intermittent schedules for administering awards or reinforcers.

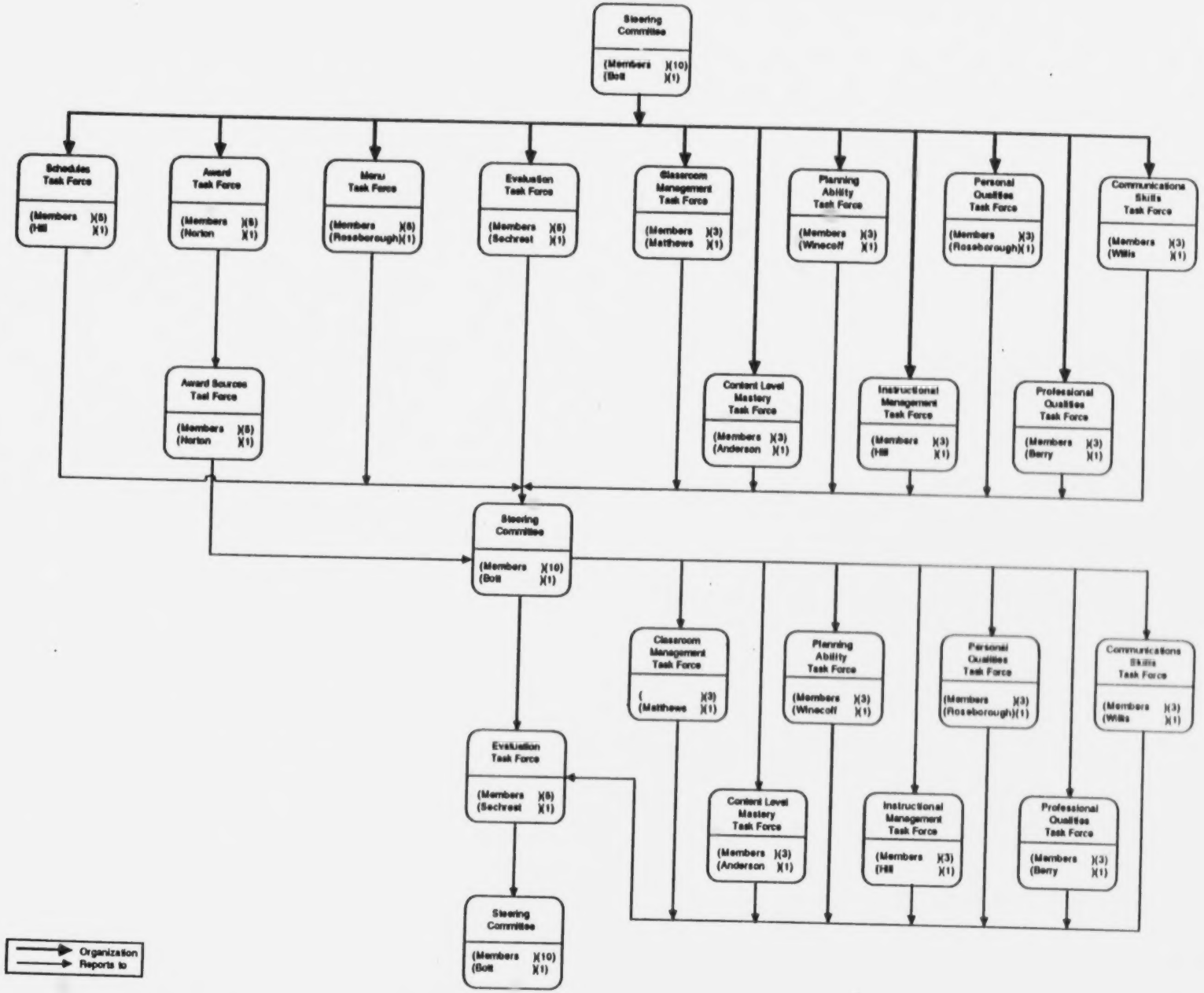
1.4.12. Comprehensive definitions of unobtrusive measures constructs are provided in Webb, Campbell, Schwartz, Sechrest, & Grove (1981) in Nonreactive Measures in the Social Sciences (pp. 292-306).

2.0 Procedures and Products

The following sections describe the work of the Project Personnel to Develop Teacher Incentive Structures in terms of the procedures followed by the various Task Forces and the products developed by each of the working groups. Each group is described in terms of its purpose, membership, activities at meetings, and the products resulting from the work of the group. The overall structure of the Project is represented in the diagram in Figure 1.

2.1 Steering Committee

The Steering Committee was formed to oversee the work of the 12 Task Forces. The initial purpose of this committee was to select and define the requisite qualities of a teacher which were further developed by seven Task Forces. The Steering Committee received all reports from the Task Forces and developed this final report.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Schedules Task Force
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Menu Task Force
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Evaluation Task Force
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Personal Qualities Task Force
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Communications Skills Task Force
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Award Sources Task Force
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Content Level Mastery Task Force
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Instructional Management Task Force
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Steering Committee
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Organization
Reports to

Figure 1

2.1.1 Membership. The Steering Committee was chaired by Dr. Deborah A. Bott, Assistant Professor, University of Kentucky, who also served as consultant to the committee. Membership included: Dr. William E. Carson, Superintendent, North School District; Donna Tolar, librarian, North School District; Barabra Elliot, teacher, Calhoun County Schools; Debbie Scott, teacher, Lexington District #4; Mary Louise Felder-Rice, teacher, Lexington District #4; Lula S. Wannamaker, Administrator; J.Z. Miller, Administrator, Calhoun County Schools; M. Rhett Riley, Jr., teacher, Lexington District #4; Mary F. Mack, teacher, North School District; Jerry M. McRoy, teacher, North School District; and Verneta P. Guess, Administrative Assistant, North School District. Mr. Gary Leonard, Supervisor, Public Accountability Division, South Carolina Department of Education, served as a volunteer resource person to the committee.

2.1.2 Activities at meetings. The Steering Committee met three times: October 17, 1987, April 28, 1987, and May 21, 1987. All meetings took place at the Administrative Offices of North School District in North, South Carolina.

At the first meeting of the group, Mr. Gary Leonard acted as chairperson and guided the day-long activities. First, Dr. John C. Richardson provided an overview of the project and distributed copies of the project proposal. The members then worked to develop a list of between five and seven requisite qualities of a teacher that would be used in developing an evaluation plan. The qualities that were identified at this meeting are listed as Items 1.4.2 - 1.4.8 in the previous section. Each of these seven requisite qualities was then assigned to a separate Task Force. Additional Task Forces were formed for Evaluation, Menus, Schedules, Awards, and Award Sources. The Steering Committee then discussed the staffing and organization of each of the Task Forces.

The second meeting of the Steering Committee was chaired by Dr. Deborah Bott. The committee was given the opportunity to revise the list of requisite qualities, but decided that the list was satisfactory. The members then worked to define each quality and rank them in order of importance. The definitions appear above in Section 1.4, Definition of Terms. The ranking is as follows:

1. Content/level knowledge,
2. Instructional management,
3. Classroom management,

4. Communication skills,
5. Plannning,
6. Professional qualities,
7. Personal qualities.

The committee also edited and revised the report from the Classroom Management Task Force and designed a format to be used for all of the final reports from Task Forces.

At the third and final meeting of the Steering Committee all available Task Force reports were reviewed and revised. A plan was developed to utilize consultants, principal investigator, and select steering committee members to review and revise products of Task Forces which were not available. A draft of the Final Report was completed.

2.1.3 Products. The Steering Committee produced several products. The product that served as a guide for the seven Task Forces dealing with the requisite qualities is the list of requisite qualities of a teacher. The committee also reviewed all Task Force reports, put them in a consistent format, and produced the final report.

The Principal Investigator was requested to develop a sample of recruiting classified advertisements (Appendix A) and a pool of interview questions (Appendix B) related to the requisite qualities which could be utilized in interviewing job applicants.

2.2 Evaluation Committee

The Evaluation Task Force was charged with identifying any existing evaluation procedures which might be compatible with the final project procedures and identifying the techniques by which unobtrusive measures might be utilized. Additionally the Task Force developed: (a) a product evaluation form, (b) a professional personnel demographic form to establish baseline data on the existing teacher work force for future comparative studies, and (c) a semantic differential technique to evaluate teachers and applicants.

2.2.1 Membership. The Evaluation Committee was chaired by Dr. Lee Sechrest, Head, Psychology Department, University of Arizona who also served as consultant to the committee. Members of the committee included: Cecil McClary, Principal, Swansea Elementary School;

Arminta P. Owens, teacher, Calhoun County Schools; Mary Raymond, teacher and Head of Science Department, North High School; and Dr. William E. Carson, Superintendent, North School District.

2.2.2 Activities at meetings. The Evaluation Committee met on two separate occasions. The first meeting focused on reviewing (a) principles of unobtrusive measures, (b) existing conventional methods utilized to evaluate professional educators in the participating school districts, and (c) the constructs of the requisite qualities of teachers developed by the Steering Committee. Assignments were made to develop some generalizable ideas for each of the requisite quality areas. Additionally, assignments were made to initiate the development of a product evaluation form, a sematic differential technique to be included in the project activities, and a demographic survey sheet to gather data on existing teachers and future applicants.

2.2.3 Review of the literature. Nonreactive Measures in the Social Sciences(Webb, Campbell, Schwartz, Sechrest, and Grove, 1981) was the primary source of references for developing unobtrusive measure techniques. Several local and state documents which were utilized in conventional assessment of personnel were reviewed.

2.2.4 Products. The Evaluation Task Force developed or refined the unobtrusive measure column of each of the seven requisite qualities Task Force Products, a project product evaluation form (Appendix C), a semantic differential technique form (Appendix D), and a demographic data form (Appendix E). Dr. Sechrest contributed a matrix of suggested techniques for unobtrusive measures selected to constructs and a matrix adapted from Webb, Campbell, Schwartz, Sechrest, and Grove (1981) and included as Appendix F.

2.3 Content/Level Knowledge Task Force

The Task Force assigned to study and develop behavioral objectives and evaluation schemes for Content/Level Knowledge met on the two occasions as required by the project.

2.3.1 Membership. The membership included Dr. Lorin W. Anderson, University of South Carolina, Chair; Mary L. Felder-Rice, teacher/part

administrator, Lexington District #4; Mary H. Raymond, teacher, North School District; and Ken Westbury, Administrator, Calhoun County Schools.

2.3.2 Activities at meetings. During the meetings attended by members of the Content/Grade Level Task Force, several very useful and important comments were made.

1. The requisite quality, "Content/Grade Level Mastery," seems to pertain more to secondary school teachers than elementary school teachers. As a consequence, the Task Force members hope that some differential weighting across the seven requisite qualities be used for secondary and elementary school teachers.

2. Not all of the 12 "conditions" and "objectively stated teacher behaviors" that we derived are of equal importance. In general, the first 3 on the list are the most important. The last two on the list are the least important. The remaining 7 are somewhere in between.

3. Our use of "givens" indicates the documents or documentations that the observed teacher must provide to whomever is responsible for judging his/her excellence or adequacy. We are concerned that the person who makes the judgment be both qualified and properly trained to do so.

4. The question of "how to score" the evidence pertaining to each of the conditions/behaviors has been avoided. In general, we would propose to establish the following three-point scale for each condition/behavior: poor (1), good or adequate (2), and excellent (3). Each rating of poor or excellent must be accompanied by evidence, justification, or documentation. Additional linkages between the evidence gathered and the ratings given can be stated at the district-level.

5. Evidence concerning several of the condition/behaviors can be gathered "unobtrusively" as we understand the term.

From our perspective, unobtrusive means that the person is either unaware of, or will not be affected by, the collection of the data. Thus, NTE scores and college transcripts are examples of unobtrusive measures relating to "Content/Level Mastery".

6. Finally, we are concerned about the overlap among the seven requisite qualities. There is a clear overlap between the requisite quality of "planning," for example, and the content/level knowledge requisite quality. Other overlaps seem equally apparent. We hope those responsible for "pulling it all together" are aware of these overlaps and do whatever possible to minimize them.

2.3.3 Review of the literature. No formal review of literature was reported. Information, normally a part of collegiate level courses taught by the consultant, was conveyed to the membership during meetings.

2.3.4 Products. The revised report of the Content/Level Mastery Task Force including behaviors, conventional and unobtrusive measures is included as Appendix G.

2.4 Instructional Management Task Force

This Task Force was responsible for developing a comprehensive set of requisite Instructional Management qualities.

2.4.1 Membership. The Task Force was comprised of the named professional educators: Dr. Howard D. Hill, South Carolina State College, Orangeburg, South Carolina, Consultant; Mrs. Verneta P. Guess, North School District; Mrs. Debbie Scott, teacher, Lexington District #4; and Mrs. Lula Wannamaker, Administrator, Calhoun County Schools.

2.4.2 Activities at meetings. The Task Force met on two occasions to discuss its responsiblities and how they were to be carrried out. The April 3 meeting was devoted to the formulation of a common structure that would be used to facilitate the work of the Task Force.

At the outset of the meeting, Verneta Guess cautioned the group on the need to follow the specific directions that are contained in the Planning Grant Application for the project. This meant that the Instructional Management Task Force had to identify several strategies that would utilize unobtrusive measures to ascertain manifestations of the behaviors within the requisite qualities domain of what is to be called an effective instructional management plan for classroom teachers. That is the sole task.

The meeting on April 13 concluded with the Task Force having decided on a common structure to follow in completing its initial assignment. A common structure was developed around the following activities:

1. Deciding the generic content to be considered for the instructional management plan;

2. Defining "unobtrusive" measures;

3. Reviewing the literature for teacher behaviors that are essential for teachers to demonstrate during the teaching process; and

4. Identifying 20-30 professional qualities that could be developed into discernible professional qualities.

The Task Force was to decide at the April 13 meeting which of the 20-30 identified professional qualities would be used in the initial report that is to be presented to the Project Steering Committee for its review and approval. Out of the several qualities that were considered, fifteen emerged as the most relevant for teachers and have been developed into obtrusive measures.

A general consensus among the Task Force members is that the attached list of professional qualities must be developed and implemented by <u>all</u> classroom practitioners. This is necessary for them to teach with maximum effectiveness in facilitating student learning and development.

2.4.3 Review of the literature. Specific literature review sources were not reported but included the classic references normally used by the consultant in teaching collegiate level courses.

2.4.4 Products. A copy of the revised Task Force report including behaviors, conventional measures, and unobtrusive measures is included as Appendix H.

2.5 Classroom Management Task Force.

The Task Force assigned to study and develop behavioral objectives and evaluation schemes for Classroom Management met on the two occasions as required by the project.

2.5.1 Membership. The membership included: Dr. Doris B. Matthews, South Carolina State College, Consultant; Rhett Riley, Teacher, Lexington District #4; Ann Cook, Teacher, Calhoun County; and Deborah Crosland, Teacher, North School District.

2.5.2 Activities at meetings. The Classroom Management Task Force met twice to explore the utilization of time, activities, procedures, and physical arrangements which would yield a classroom environment conducive to learning.

2.5.3 Review of the literature. No specific review of the literature was reported other than the classic references normally used by the consultant in teaching collegiate level courses.

2.5.4 Products. A copy of the revised Task Force report including behaviors, conventional measures, and unobtrusive measures is included as Appendix H.

2.6 Communication Skills Task Force

The Task Force on Communications met on two occasions and was charged with developing at least 10, and no more than 15, objective behaviors of teachers which would manifest communications skills in the areas of listening, speaking, reading, writing, thinking, and spelling which

would contribute to accuracy and precision in conveying and receiving meaning from others. Additionally, they were charged with developing behavioral objectives which would manifest good language models for students.

2.6.1 Membership. Dr. Mary Jackson-Willis, Associate Professor, University of South Carolina, Chaired the Task Force on Communications Skills and served as consultant. Membership included: Donna Tolar, librarian, North School District; Carol Laird, teacher, Lexington District #4; and Carol Brigman, teacher, Calhoun County Schools.

2.6.2 Activities at meetings. The committtee met on two occasions and focused on the actions of people talking, writing, listening, feeling, seeing, and reacting to each other, their experiences, and their environment. They discussed the transmission and reception of feelings, ideas, and verbal and nonverbal behaviors which produce responses. All of these factors as they relate to describing understanding between and among teachers and students; teachers and parents; and teachers and other professionals and staff, were prominent in discussions and product development.

2.6.3 Review of the literature. The review of the literature during the Task Force considerations included: "Improving Teacher Communication: Focus on Clarity and Questioning Skills" (Harris and Sevick, 1985), "The Nature and Functions of Teacher Talk in a Classroom for Mentally Retarded Learners" (Levine and Mann, 1985), and "Home-School Partnership Planner" (Chrispeels, 1987). Several elements of professional preparation classes were also utilized.

2.6.4 Products. The Communications Task Force produced the first draft of the report that appears in Appendix I. The report includes nine groupings of communications behaviors which appear to be essential to success as a teacher.

2.7 Planning Task Force

The Task Force assigned to study and develop behavioral objectives and evaluation schemes for Planning met on the two occasions as required by the project.

2.7.1 Membership. Dr. Larry Wineoff, Professor, University of South Carolina,Chaired the Task Force on Planning Ability and served as chief consultant. Membership included: Shirley Cullen, vocational coordinator/teacher, North School District; Peter Jumper, teacher, Lexington District #4; Griffen Miller, principal, Calhoun County Schools.

2.7.2 Activities at meetings. The Planning Abilities Task Force feels that the most appropriate measure of planning ability is through an analysis of planning documents. While classroom observations may reveal some evidence of planning, this document analysis procedure more nearly assesses implementation of planning within the instructional process.

2.7.3 Review of the literature. No specific review of the literature was reported other than references utilized to teach collegiate level classes.

2.7.4 Products. A copy of the revised Task Force report including behaviors, conventional measures, and unobtrusive measures is included as Appendix J.

2.8 Professional Qualities Task Force

The Task Force assigned to study and develop behavioral objectives and evaluation schemes for Professional Qualities met on the two occations as required by the project.

2.8.1 Membership. Dr. Barnett Berry, Professor, University of South Carolina, Chaired the meetings and served as Consultant to the Task Force on Professional Qualities. Membership included; Anna Jones, North School District, Beverly Rucker, Lexington School District #4, and Arminta Owens, Calhoun County Schools.

2.8.2 Activities at meetings. The Task Force initially met on April 6, 1987 and discussed the characteristics which "professional" teachers possess and behaviors they exhibit. After considerable discussion, the Task Force agreed that some of the characteristics and behaviors of professional teachers are difficult to assess and document in an unobtrusive manner. To ascertain whether or not teachers possess requisite professional qualities, a wide range of assessments must be conducted by a variety of individuals, under varying circumstances, and, in some cases, over an extended period of time.

For example, to determine whether or not a teacher preserves confidentiality of sensitive information learned from interactions with parents and students, one must rely on several sources of information. The sources may vary depending on the context of the situation. On the one hand, a survey of student and parent opinions might suffice as an adequate source of information. On the other hand, informal polling of peers might be the best source. Both could be valid and reliable sources of information. However, what happens when a teacher , using his or her best "professional" judgement, releases confidential information because this action was believed to be in the best interest of his or her client (or student)? While securing confidential information is a "hallmark" quality of a professional (e.g. a physician or attorney), there are instances when one must break this confidence. Thus, someone or some group of individuals must make subjective judgments in ascertaining the appropriateness of the judgment used by the professional.

With this in mind, we include in our report a set of professional qualities for teachers and subsequent subsets of behaviors, outcomes, or observations that may indicate whether or not a teacher possessed these qualities.

2.8.3 Review of the literature. Primary references considered by the Task Force on Personal Qualities included: Teacher Evaluation - Five Keys to Growth (Duke & Stiggins, 1986), Evaluating Educational Personnel (Lewis, 1982), and Teacher Evaluation: A Study of Effective Practices (Wise, Darling-Hammond, McLaughlin, & Bernstein, 1984).

2.8.4 Products. A copy of the revised Task Force report including behaviors, conventional measures, and unobtrusive measures is included as Appendix L.

2.9 Personal Qualities Task Force

The Task Force assigned to study and develop behavioral objectives and evaluation schemes for Personal Qualities met on the two occations as required by the project.

2.9.1 Membership. Dr. Marie Roseborough, University of South Carolina, served as Chair and Consultant to the Task Force. Membership included; Cindy Jacobs, teacher, North School District; Rudolph Cooper, Administrator, Lexington District #4; and Barbara Elliot, teacher, Calhoun County Schools.

2.9.2 Activities at meetings. The Task Force on Personal Qualities met twice to discuss the traits, attitudes, and values which seem to impinge on successful teaching.

2.9.3 Review of the Literature. No specific review of the literature was reported other than references utilized to teach collegiate level classes.

2.9.4 Products. A copy of the revised Task Force report including behaviors, conventional measures, and unobtrusive measures is included as Appendix M.

2.10 Schedules Task Force.

The Schedules Task Force was charged with studying schedules for making incentive awards which would be more consistent with accepted learning theory and supportive of increasing efforts to improve the teaching/learning environment.

2.10.1 Membership. Dr. Howard D. Hill, Professor, South Carolina State College, Chaired the Task Force on Schedules and served as Consultant. Membership included: Oneida Coulter, teacher, North School District; Glenda Shealey, teacher, North School District; Beth Owens, teacher, Orangeburg District #4; and Odethell McKinney, teacher, Calhoun County Schools.

2.10.2 Activities at meetings. The Task Force on Schedules for Incentives met on one occasion and elected to formulate a plan recognizing four different award catagories, including awards for: (a) student achievement, (b) program enhancement, (c) professional development, and (d) community development. These categories are not in conflict with menu types and are not to be confused. The Task Force did have some overlap with menu selection and elected to leave the menu items to be better illustrative of the rationale behind particular schedules.

The Task Force on Schedules recognized that the most utilized schedule for conventional reinforcers was fixed interval reinforcement and typically awarded at the beginning or end of an academic year and that the inclusion of ratio and intermittent reinforcement would be planned and implemented.

2.10.3 Review of the literature. Major references for this Task Force included: Theories of Learning, (Hilgard and Bower, 1966), and Schedules of Reinforcement, (Fersfer and Skinner, 1957).

2.10.4 Products. A copy of the revised Task Force report including behaviors, conventional measures, and unobtrusive measures is included as Appendix N.

2.11 Menu Task Force

The Task Force on Menus was charged with developing a comprehensive listing of Awards by categories of cash/noncash and any other categories which might be noteworthy.

2.11.1 Membership. Dr. Marie Roesenborough, Professor, University of South Carolina, served as Chair and primary consultant. Membership included: Sandra Sarvin, teacher, Lexington District #4; Debra Crosland, teacher, North School District; and Ann Crook, teacher, Calhoun County Schools.

2.11.2 Activities at meetings. The Task Force on Menus met once and developed a comprehensive list of Awards by cash and no-cash categories. They recommended limits on the amount of cash and days of professional leave which might be awarded. References to voluntary participation were included in their activities.

2.11.3 Review of the literature. Primary references reviewed during Menu deliberation included: Teacher Incentives- A Tool for Effective Management (Cresap, McCormick, & Paget, 1984), Personnel Administration in Education (Rebore, 1982), and Teacher Evaluation: A Study of Effective Practices (Wise, Darling-Hammond, McLaughlin, and Bernsteirn, 1984).

2.11.4 Products. A copy of the revised Task Force report including behaviors, conventional measures, and unobtrusive measures is included as Appendix O.

2.12 Award Sources Task Force

The Task Force on Sources of Awards met on two occasions and focused on devising a list of award sources and generalizable scheme for searching out award sources in any similar community. The search program includes survey in local and state resources, including public, private, and professional organization sources.

2.12.1 Membership. Mr. John Norton, Director, South Carolina Center for Teacher Recruitment, Rock Hill, South Carolina served as Chair and primary consultant. Members included: Eartha Boyd, Teacher, North School District; Alice Green, Teacher, North School District; and Janice Jackson, Teacher, Lexington School District #4.

2.12.2 Activities at meetings. During the first meeting the Task Force reviewed the mission, brainstormed some ideas, developed some forms for "homework", and designated assignments for the second and final meeting. During the second meeting the Task Force members developed a list of incentives which would supplement the Menu Task Force work, a source list, and forms/letters for soliciting awards.

2.12.3 Review of the literature. No specific review of the literature was reported other than references utilized to teach collegiate level classes.

2.12.4 Products. The list of products developed by the Task Force (Appendix P) include a list of sources of incentives, and a supplementary

list of types (menus) incentives. Additionally, for planning purposes, there are copies of (a) questionnaires for soliciting information on types of incentives and possible providers, (b) a listing of motivations for potential donors, and (c) a sample letter and questionnaire which could be submitted to potential donors.

3.0 Conclusions

The Steering Committee, with contribution from all Task Force members and consultants, concludes the following:

3.1 Teacher Incentives, despite some contrary evidence, seem to have promise for improving the effectiveness of professional educators.

3.2 Existing systems seem to need a broader based program which has elements of objectivity and subjectivity.

3.3 Unobtrusive measures seem to complement existing schemes because they better represent the long term efforts of teachers as opposed to the one/two showcase lessons.

3.4 No single observation/evaluation should be taken out of context and/or have negative impact on a teacher's status.

3.5 Teacher incentive activities should be voluntary.

3.6 All components of teacher incentive programs should be integral to the personnel policies related to recruitment, inservice, retention, promotion, renumeration, improvement, or release.

3.7 The breadth and extent of incentives should encompass sufficient choices to provide powerful incentives for any participant.

3.8 The use of schedules for awards should utilize the classical conditioning principles used to establish and maintain behaviors with considerably more emphasis on intermittent schedules to stimulate and maintain excellence in teaching.

3.9 Throughout the project products, there are references to teacher logs. These logs, although more paperwork, are similar to the brief contemporary records kept by most professionals and seem worth the effort whether or not one is involved in a teacher incentive program.

3.10 Personnel decisions should be based on as wide of an array of objective data as possible. Ultimately, however, the final decision must be a subjective call and decision-makers must work diligently to improve the validity of subjective judgements.

3.11 Probably the current generation of educational leadership will quickly gravitate toward greatly increased skills in human resource management and lesser emphasis will be placed on skills in the fiscal, physical plant, and purely administrative task areas. Structures of that nature in this project will be very helpful tools.

3.12 Unobtrusive measures should never be utilized in unethical ways; this would be an extreme unprofessional practice.

4.0 Summary

Teachers and administrators from three rural impoverished school districts in South Carolina, together with Consultants and the Principal Investigator from Clemson University, identified seven requisite qualities of teachers: (a) knowledge, (b) instructional management, (c) classroom management, (d) communications skills, (e) planning ability, (f) professional qualities, and (g) personal qualities. For each of the requisite qualities, a listing of from 10 to 15 objective teacher behaviors were written. For each of the objective behaviors, a subsequent listing of conventional and unobtrusive measures were developed. The primary purpose was to devise a practioner developed evaluation scheme to improve the validity and acceptance of teacher incentive/merit pay plans based on the identified qualities and measurement techniques.

The technique yielded over 100 behavioral observations and the associated measurement procedures. The qualities and measurement

strategies extend beyond the support of teacher incentive structures and have implications for an integrated LEA professional personnel policy including recruitment, inservice, improvement, retention, promotion, incentive pay, and termination. Additionally, the structure could be the integral core of professional teacher training programs. The listing of behaviors and measurement strategies, and the taxonomic matrix related to the Sechrest, et al model (1981), is not exclusive and the Principal Investigator welcomes additions and comments. Additions and comments may be mailed or directed to:

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APPENDICES

APPENDIX A

CLASSIFIED ADS

Appendix A
CLASSIFIED ADVERTISEMENT EXAMPLE

EXAMPLE A

UNIQUE PUBLIC SCHOOL OPPORTUNITY

Teachers in the areas of _____ and Educators in the area of _____ who desire to work in a public school district where, second to students, teachers are most valued, contact _____.

EXAMPLE B

WHERE TEACHER AND STUDENTS ARE VALUED

Burned out with traditional teaching assignments, little support, basic low salary, and no incentives to excel. _____is looking for teachers who desire rewards for being knowledgeable, professional, personable, and skilled in planning and communication. Join the _____ team of professional educators. Write _____.

EXAMPLE C

LIKE TO BE RECOGNIZED PRAISED AND REWARDED FOR PROFESSIONAL EFFORTS

_____ in an effort to better serve students, is desirous of making a conscious change to emphasize professional personnel recruitment, selection, retention, promotion, and added incentives for exceptional efforts. Interested? Write _____ for a list of professional opportunites and date to interview.

APPENDIX B

INTERVIEW QUESTION

POOL

PROFESSIONAL QUALITIES

1. Briefly, offer your thoughts regarding student-teacher-parent confidentiality.

2. How do you intend to keep parents/guardians informed about their child's progress in school?

3. What measures will you take to ensure a safe environment for your students?

4. Give examples of some types of social problems a student may encounter and suggestions for helping the student deal with this problem.

5. What are your responsibilities in relationship to the effectiveness of the educational delivery system?

6. If you found a way to improve our system or found that a particular facet was ineffective, what steps would you take to make changes?

7. Describe when you think your obligation for professional development ends.

8. What professional organization(s) are you affiliated with and do you have future plans to join others? To what degree are you active in your organization(s)?

9. What are your views on standardized test security?

10. What type of plan might you develop for colleagues to share instructional insights and information?

11. What do you feel you can gain from your colleagues during your first year of employment?

12. How do you feel about team teaching or working within an instructional teaching unit?

13. How can you be a role model to your students to demonstrate school policies for dress and behavior?

14. How would you react to a student telling you (s)he is interested in the teaching field?

CLASSROOM MANAGEMENT

1. Do you feel there is a difference in the way you interact with students outside the classroom rather than in the classroom? Explain.

2. Safety on school property is a prime concern. What provisions will you make to create a safe environment for your students? How will you handle students asking for a referral to the nurse?

3. When you develop a lesson plan that calls for the use of equipment and materials when will you prepare them for use?

4. Our school has specific methods for the maintence of records. If you found a "better" way to maintain them what would you do? Do you have any feelings about administrators or others looking at your records? What would you do if you found you were unsure of how to record information?

5. How will you use the information you obtain through assessment to instruct your students?

6. How do you feel your time is best spent between instructional periods?

7. Do you have a management technique to help your awareness of the amount of attention to direct towards students? Describe. Do you feel there are times that some students deserve more attention than others? Explain.

8. Explain your procedures for students who provide incorrect or nearly correct responses and for those in need of behavior management.

9. Where do you feel there is room for deviation from state, district, and school policies, regulations, and philosophy?

10. How will you communicate your classroom rules to your students? How will you re-establish these throughout the year?

11. What types of personal checks will you make to see that you deal with all students consistently and fairly?

12. How would you incorporate the services of human resources in the community and service agencies?

13. What techniques will you use to minimize student disruptions? Give an example for:

    1. talking out
    2. interruptions
    3. impulsive answerer

14. What percent of the instructional period do you plan for?

CONTENT/LEVEL MASTERY

1. If you had an instructional problem, to whom would you turn for assistance?

2. Which teachers would you choose to teach your children? Have you been requested as a teacher for someone's child?

3. How would you recognize that the approach you were using lacked the stimulation to keep the attention of your class?

4. (Interviewer picks appropriate topic) What types of activities/questions would you use to present this topic?

5. (Interviewer picks appropriate topic) Give an example of a: multiple choice, essay, short answer, true/false question that you would use to test ___(topic).

6. Give examples of a variety of materials you would use to teach __(topic).

7. You are studying ___ (topic). You give your students a library research assignment to cover the material. What is your criteria to make an A?B?C?D?F?

8. What sequence would you use for the instruction of ____ (topic).

9. Briefly, outline a lesson plan for ___ (topic). How would you deal with a student not understanding the concept?

10. Have you begun working on recertification? What types of activities will you be involved in to fulfill the requirements? Do you have a timeline?

11. What content or methods books or journals have you read recently?

12. How have inservice workshops been beneficial to you and your teaching practices?

13. How often have you shared a new teaching method with a colleague?

14. Are you an active member of a professional organization? How has your teaching improved as a result?

15. Have you ever participated in a committee or held an office in your organization? Has it helped you as a teacher? How?

16. Do you belong to any community, civic, or other organizations? Has or will it help your teaching?

17. What is your opinion regarding the following of a specific sequence in the building of a skill? Do you feel there is merit to the development of a course timeline? Explain.

18.. What types of activities would you incorporate in the instruction of __(topic)? Would you tend to be consistent in your approach?

19. What would you deem as an appropriate method for dealing with a student having difficulty reading your content material? How would you determine that they were having difficulty?

20. When would you determine that a text was out of date? If the text given to you to use was out of date, how would you compensate? How would you keep current in your field?

21. Give examples of how you could present ___(topic) on various levels of thinking. How would you get students on a literal level to move to a higher level of thinking?

22. When choosing courses for recertification what factors will affect your decision? How can you be sure the course will meet or exceed state minimum requirements?

23. What evidence do you have that continued work at a particular university will be current?

24. What percentile ranking did you attain on the NTE?

PLANNING ABILITY

1. What things will influence the development of your course objectives? Sequence? Timeline?

2. (Given unit subject) List the sequence of objectives you consider essential for the instruction of _____(topic).

3. In developing your daily/weekly lesson plan for a unit, how would you address the development of progressively more difficult and challenging levels of thinking? What types of resources would you incorporate to accomplish this?

4. Describe your classroom management system. Include your procedures and routines, rules and consequences, and parent communication.

5. What methods will you use to assess/monitor your students' progress?

6. How will you evaluate the effectiveness of your planning and its implementation?

7. Describe the areas you feel would be concerned with planning an on-site extra curricular activity.

8. Describe the areas you feel would be concerned with planning a public relations activity.

9. If you were given an opportunity to plan an activity of your own, what would that activity be? How would you implement it?

PERSONAL QUALITIES

1. Do you feel the policies on absences for professional staff are too strict?

2. Do you think being punctual will affect your performance as a teacher? Why?

3. Why do you think meeting deadlines are important in teaching?

4. How do you plan to dress for your class and extra curricular activities?

5. How would you handle a parent who told you that you were an incompetent teacher?

6. What would you do if a student called you an inappropriate name?

7. What activities in the community would you get involved in to convey a positive image to your constituency?

8. If you had a student assigned to you in the middle of the school year what techniques would you use to quickly assimilate your student into you classroom and activities?

9. How will you greet your students in the morning?

10. What would you do if a student threw an eraser or exhibited a similar behavior while you were teaching?

11. Would you be threatened in your classroom if you had juvenile deliquents in your classroom? How would you handle the situation?

COMMUNICATION

1. How will you present your objectives to your students?

2. What positive communication skills will you use to inform your students when they are doing well?

3. What nonverbal communication skills will you use to inform your students when they are doing well?

4. Exemplify a type of written communication skill which you might use to convey information to parents of your students.

5. How will you explain to parents of low cognitive ability that their child needs more help than you can reasonably give?

6. What nonverbal communication skills will you use with parents which will promote involvement related to improving student outcomes?

7. How will you develop a communication records-keeping system for the building principal and other staff needs?

8. What would you say to a teacher who has not established discipline in a class?

9. What type of nonverbal communication skills would you use to express your approval of activities in a faculty meeting?

INSTRUCTIONAL MANAGEMENT PLAN

1. What will you do as a teacher that will help your students develop a bond between student and content of the lesson?

2. What type of techniques will you use to observe the behavior of your students?

3. How will you let your students know what you expect from them?

4. What type of management system will you develop to provide immediate and relevant feedback to your students?

5. What teaching methods will you use to maintain the attention of your students?

6. What methods will you use to insure that your students will be effectively involved during the instructional process?

7. What type of questions, open or closed, will you use in your classroom? Why?

8. What instructional approaches do you think you could use that would vary according to the need?

9. Do you think you could effectively diagnose and prescribe learning tasks for individualized learners based on standardized test scores?

10. What type of management system will you develop for rewards and punishment methods?

11. What techniques will you use to cue a student for inappropriate behavior while you are teaching?

12. How will you prepare to teach daily lessons?

13. Will your student and program evaluations be more formal or informal?

14. What techniques will you use to present a positive attitude, while teaching a difficult subject?

15. What type of record keeping system will you develop for evaluations of student achievement.

APPENDIX C

QUESTIONNAIRE-PRODUCT EVALUATION

TEACHER INCENTIVE STRUCTURE

PROJECT

PRODUCT EVALUATION QUESTIONAIRE

1. Is there a list of requisite qualities of teachers? _____
2. How many of the district teachers are aware of the project? _____
3. Is there a list of the behavioral objectives related to the requisite qualities? _____
4. How many of the district teachers are aware of the list? _____
5. Is there a menu of incentives? _____
6. How many of the district teachers are aware of the list? _____
7. Is there a schedule for incentive awards? _____
8. How many of the district teachers are aware of the schedule? _____
9. Is there a list of incentive awards? _____
10. How many of the district teachers are aware of the list? _____
11. Is there a procedure for a person or committee to follow in making the awards? ___
12. How many of the district teachers are aware of the list? _____
13. Are the teachers aware of the participation/nonparticipation elections? _____
14. How many of the district teachers elect to participate? _____
15. Are there 100 copies of the handbook? _____
16. In what ways is the procedure fair? Or unfair?

_____

_____

_____

_____

_____

_____

APPENDIX D

SEMANTIC DIFFERENTIAL

SEMANTIC DIFFERENTIAL TECHNIQUE
TEACHER INCENTIVE AWARD PROJECT

_____

(Subject or concept to be rated)

Enter a mark on the line between the paired descriptors to best depict your rating of the named subject or concept.

1.1 Good	___	___	___	___	___	___	___	___	___	Bad
1.2 Large	___	___	___	___	___	___	___	___	___	Small
1.3 Active	___	___	___	___	___	___	___	___	___	Passive
2.1 Beautiful	___	___	___	___	___	___	___	___	___	Ugly
2.2 Heavy	___	___	___	___	___	___	___	___	___	Light
2.3 Sharp	___	___	___	___	___	___	___	___	___	Dull
3.1 Clean	___	___	___	___	___	___	___	___	___	Dirty
3.2 Strong	___	___	___	___	___	___	___	___	___	Weak
3.3 Fast	___	___	___	___	___	___	___	___	___	Slow
4.1 Happy	___	___	___	___	___	___	___	___	___	Sad
4.2 Thick	___	___	___	___	___	___	___	___	___	Thin
4.3 Tense	___	___	___	___	___	___	___	___	___	Relaxed

APPENDIX E

DEMOGRAPHIC

PROFILE

DEMOGRAPHIC PROFILE
TEACHER INCENTIVE AWARD PROJECT

Identification_____ _____
(optional) School year

(3) Age_____ (4) Sex_____ (5) Race_____ (6) Ethnicity _____

(7) Marital Status _____ (8) Religious Preference _____

(9) Academic History

(9.1) _____
Elementary and secondary (grades, town, and state)

(9.2) _____
University/College, state, dates, degree

(9.3) _____

(9.4) _____

(10) Professional Training (Nonuniversity/college)

(10.1) _____
Facility, state, dates

(10.2) _____

(10.3) _____

(11) Certificated

_____
Agency/State Area(s)

(12) Professional Work Experiences - Begin with current appointment

(12.1) _____
Grade/Subject, school, city, state, dates

(12.2) _____

(12.3) _____

(12.4) _____

(12.5) _____

(13) Professional Affiliation

_____

(14) Work Experience(s) other than Professional Education - include current

(14.1) _____
Description, Agency/Firm, dates

(14.2) _____

(14.3) _____

(14.4) _____

(15) Travel/leisure

Hobbies	Travel	Expert Ability*
_____	_____	_____
_____	_____	_____
_____	_____	_____

*(examples: master point bridge player, competitive athlete, free lance photographer, gourmet cook)

APPENDIX F

UNOBTRUSIVE MEASURES MATRIX

APPENDIX F

A TAXONOMIC MATRIX OF REQUISITE TEACHER QUALITIES, UNOBTRUXIVE MEASURE FEATURES, AND BEHAVIORAL OBSERVATIONS*

REQUISITE QUALITIES OF TEACHERS

NOBTRUSIVE MEASURE FEATURE	Content/Level Knowledge	Personal Qualities	Classroom Management	Instructional Management	Communication Skills	Planning Ability	Professional Qualities
Frequency	frequency of volunteering information in group discussions	frequency of smiling, positive comments; frequency of complaints from parents	frequency of disciplinary actions		frequency of grammar and syntax errors		number of professional activities
Magnitude	knowledge of esoteric material most people do not know		seriousness of worst complaint from parents		seriousness of grammar and syntax errors	produces only sketchy plan	highest office held in a professional organization
Latency	speed, efficiency in recovering needed information			time from first bell until class is organized each day	time required to compose a letter or memo	time required to submit a plan (quick response-good ability)	time from degree to joining organization
Resistance to change	memory for facts, details in field, (well consolidated knowledge does not fade)	standing up to peer pressure, e.g., not to spend so much time with parents	consistency of discipline over time and circumstance	adheres to plans			maintains membership and activities over time
Functional smoothness		ease in handling difficult situations with parents (few complaints)	number of students milling about at transitions in activities	stays on schedule		produces plan lacking in transitions	
Association	affiliation with interest groups known to have expertise	involved in community					membership in professional organization
Acquisitions	ownership of books, periodicals, special materials	personal belongings in classroom indicate warmth, interest in children		has needed materials on hand in classroom	owns books on communications skills		has acquired signs, symbols of professional identity
Consumption				excessive use of materials	personal dictionary is well worn		
Effort	attends relevant meetings, exhibits, etc., on own time	does favors for children, parents at own expense of time, energy		arrives early to prepare for class	writes letters, memos with style and of more than minimal length		willingness to devote own time and energies to professional activities
Inappropriateness		harsh discipline (any reaction inappropriate to stimulus)	children allowed boisterous activity just before a demanding task	class involved in activity inappropriate for time/place	explanations are well-organized	differentiation in plans among tasks and activities	displays signs and symbols of sports or social rather than professional groups
Bias		differential treatment of students by race, sex, social class, etc.		too much time allocated to favorite classroom activity	parents call in to find out what they are supposed to do in response to a memo		
Cognitive articulation		has well-differentiated knowledge of children and their families, e.g., knows parents first names	has self-designed list of rules and expectations				can explain mission and structure of professional organization
Revelatory	surprising ignorance of fundamental knowledge	has an unpleasant nickname known to most children and colleagues		children often take home unfinished projects			

* Format adapted from; Webb, Campbell, Schwartz, Sechrest, and Groves, 1981.

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APPENDIX G

CONTENT/LEVEL MASTERY COMMITTEE

CONTENT/LEVEL MASTERY

Condition and Behavior	Unobtrusive Measure	Conventional Measure
1. Given two questions about teachers, colleagues would indicate that the teacher is considered competent in content area.	1.1 Observe and record the teachers to whom others turn for help with subject matter mastery.	1.1.1 Questionnaire. List three teachers you would consult with if you were having difficulty with a topic?
	1.2 Observe and record teacher's requests for teachers of own children based on subject mastery.	1.2.1 Questionnaire. Which three teachers would you choose to teach your child?
2. Given data describing the teacher's classroom teaching (e.g., written narratives, completed observational checklists, audiotape recordings) there would be evidence of:		
a. no blatant, uncorrected content errors,	2.1 Student, peer teachers, or parent reported or documented content errors.	2.1.1 Utilize APT or PET Checklist.
b. content presented in a novel, original, or stimulating manner, and	2.2 Student, peer teachers, or parent reported or documented boring presentations.	2.2.1 See 2.1.1
c. content presented in such a way as to cause students to engage in higher-order thinking when appropriate (e.g., application, analysis, synthesis, or evaluation).	2.3 Student, peer, or parent reported or documented exclusive reliance on low-order learning.	2.3.1 See 2.1.1
	2.4 Analysis of written test items for evidence of expectation for higher-order teaching.	
	2.5 Observation of ways material is presented.	
	2.6 Analysis of assignments for evidence of expectation for higher order thinking.	

Condition and Behavior	Unobtrusive Measure	Conventional Measure
3. Given lists of relevant and important concepts pertaining to the subject matter areas the teacher is assigned to teach, the teacher will:		
a. indicate relationships among those concepts which are consistent with acceptable structures of the subject matter, OR	3.1 Review appropriate existing lesson plans for scope and sequence of content.	3.1.1 Ordered Tree or similar technique.
	3.2 Review lesson plans for evidence of ability to break down difficult concepts into smaller component parts to promote understanding and retention.	
b. indicate development over time in his/her understanding of the content being taught.	3.3 Attendance at workshops and college courses relating to content area.	3.2.1 See 3.1.1
4. Given a bibliography of books and articles recently read, the teacher will show evidence of reading related to content area(s).	4.1 Observe what teachers read and make reference to in professional discussions and record.	4.1.1 Have teachers maintain a bibliography.
5. Given evidence of participation in in-service seminars, workshops, and/or field experiences, the teacher will;	5.1 Based on records of attendance and participation, what changes do you note in their professional practices (when appropriate)	5.1.1 Have teachers maintain record of participation.
a. relate the content of the experiences to the content taught by the teacher AND		
b. show evidence that the content was communicated to other appropriate teachers and professional staff.	5.2 Observe and document evidence of attempts to share information with appropriate faculty members.	5.2.1 Have teachers maintain record of participation.

Condition and Behavior	Unobtrusive Measure	Conventional Measure
6. Given evidence of membership and support for participation in content related professional organizations and associations the teacher will:		
a. show that the organizations or associations are directly related to development, AND	6.1 Observation of evidence of change/ growth as a result of participation.	6.1.1 Have teachers maintain record of participation.
b. an increased or high level of involvement in the organizations/associations, AND/OR,	6.2 Observation of participation and resultant change in practices.	6.2.1 Record of membership.
c. involvement in a related topical club in the community, (e.g., Historical Association, Book Club, Drama group).	6.3 Observation of participation and resultant changes in practices.	6.3.1 Record of membership.
7. Given copies of course plans, syllabi, or teacher synopses of courses, the teacher will:		
a. show that the content coverage is appropriate within the context of the overall scope and sequence of that subject matter area, AND/OR,	7.1 Intermittent observation of a current presentation.	7.1.1 PET or APT checklist.
b. show that the content coverage is appropriate for the level of students for whom the course is intended.	7.2 Examination of course plans, syllabi.	
8. Given curriculum guides, textbooks, and other instructional materials, the teacher will show that;		
a. the materials are appropriate for the level of students who are enrolled in the course, AND	8.1 Intermittent observation of a current practices.	8.1.1 PET or APT checklist.

Condition and Behavior	Unobtrusive Measure	Conventional Measure
b. the guides, choice of texts, and instructional materials reflect the current state of knowledge or trends in the field.	8.2 Examination of course plans, syllabi.	
9. Given copies of unit or weekly plans, the teacher will:		
a. show that the content coverage is appropriate within the context or the overall course, AND	9.1 Intermittent observation of a current practice.	9.1.1 PET or APT checklist.
b. show that the content coverage is designed to increase students' knowledge of important content and objectives, OR	9.2 Examination of course plans, syllabi.	
c. show that the content and objectives require students to engage in higher order thinking.		
10. Given evidence of courses taken for purposes of recertification, the teacher will show that;		
a. the course exceeds the minimum state recertification requirements, OR,	10.1 An analysis of the course outline/syllabus objectives will translate to changes in teaching practices.	10.1.1 Maintain objective record.
b. the courses lead to certification in a new specialty area.	10.2 Analysis of transcript for number of additional courses.	
	10.3 Analysis of course descriptions in college catalog.	

Condition and Behavior	Unobtrusive Measure	Conventional Measure
11. Given college and university transcripts, entries will show that:		
a. subject matter preparation will exceed the minimums established by the State Board of Education, OR	11.1 An analysis of course outline/syllabus objectives will translate to changes in teaching practices.	11.1.1 Maintain objectives record.
b. evidence of continued study in the subject area or related field will be provided.		
12. Given results of specialty area tests of the National Teacher's Examination or other required tests:		
a. teachers will achieve scores above the highest national quartile, OR	12.1 Compare score to national standard.	12.1.1 Maintain objective record.
b. the scores in successive administrations of the tests will indicate significant improvement.	12.2 Scores for deficient cases will improve 1/2 standard deviation on successive attempts.	12.2.1 Maintain objective record.

APPENDIX H

INSTRUCTIONAL MANAGEMENT COMMITTEE

INSTRUCTIONAL MANAGEMENT PLAN

CONDITION AND BEHAVIOR	UNOBTRUSIVE MEASURE	MEASUREMENT
1. At the beginning and close of each lesson, the teacher will establish set induction and closure for the learner through appropriate frames of reference.	1.1 Ask (in a general sort of way) how the teacher would establish set and closure. 1.2 Informal observation	1.1.1 Lesson will be introduced in manner that will permit a bond to develop between learner and content of the lesson 1.2.1 Pattern completion with lesson is established
2. During the course of instruction, the teacher will recognize and obtain attending behavior which maintains learner focus on the lesson.	2.1 Informal observation by supervisory personnel other than principal.	2.1.1 Learner is attentive 2.2.1 Learner is engaged in learning tasks
3. Through means of verbal and nonverbal cues, the teacher will project feelings relative to high expectations for each student in the classroom.	3.1 Reports from students, parents, teachers, and other co-workers 3.2 Informal observation	3.1.1 Verbal statements of high expectations are expressed 3.2.1 Teacher modeling demonstrates concern for student success
4. Based on a student's need for reinforcemment, the teacher will provide immediate and relevant feedback to the student .	4.1 Reports from students 4.2 Informal observation 4.3 Periodic checks of students' papers that are returned to them	4.1.1 Observe student-teacher classroom verbal interactions
5. In the course of teaching a lesson, the teacher will maintain the attention of the learner through alternate means.	5.1 Report from students 5.2 Informal observation	5.1.1 Variations in instructional approaches are used 5.2.1 Simple repition and use of examples are carried out
6. At all items during the instructional process, the teacher will be an advocate of the effective use of student engaged time.	6.1 Reports from students, teachers, and parents 6.2 Informal observation	6.1.1 Few distractions or interruptions are noted 6.2.1 Engaged time is a minimum of 40 minutes per class period
7. During the teaching of a lesson, the teacher will demonstrate the appropriate	7.1 Informal observation	7.1.1 Various modes of questioning skills are used; student involvement is

CONDITION AND BEHAVIOR	UNOBTRUSIVE MEASURE	MEASUREMENT
7 (cont.) use of questioning skills.		7.1.1 (cont.) relatively high
8. At various times and for specific reasons during the teaching of a lesson, the teacher will vary instruction according to need.	8.1 Informal observation 8.2 Student reports 8.3 Check records of equipment usage	8.1.1 Instructional format is based on different types of approaches, e.g., drill, lecture, student-assisted, use of media, review
9. With the analysis and results of standardized test scores available, the teacher will diagnose and prescribe learning tasks for individual learners.	9.1 Review teacher record-keeping system relative to diagnosing and placing students on a skills continuum	9.1.1 Utilization of CSAB, BSAP, and CTBS test results 9.2.1 Review of post-test student performance results
10. As a means of motivating students toward desirable and acceptable classroom performance level, the teacher will employ appropriate rewards and punishments methods.	10.1 Record the number of students referred for inappropriate behavior 10.2 Reports from students 10.3 Reports from teachers	10.1.1 Students are punished when punishment is warranted 10.2.1 Students are motivated by appropriate means
11. In teaching a lesson, the teacher will demonstrate a variety of techniques for discouraging classroom interaction between teacher and learner at inappropriate times.	11.1 Informal observation	11.1.1 Observe use of tangents if they correlate with lesson
12. Before, during, and after the course of instruction, the teacher will plan, write, and administer examinations that are impactive on the teaching/learning process.	12.1 Review formative and summative examinations 12.2 Review format of examinations	12.1.1 Review daily lesson plans 12.2.1 Review format of examinations
13. During pre-instructional time, the teacher demonstrates the ability to organize subject matter in sequential continuous, and	13.1 Review examinations and student reports 13.2 Review correlation between curriculum guide and daily/weekly/unit plans	13.1.1 Examination of unit and daily lesson plans

CONDITION AND BEHAVIOR	UNOBTRUSIVE MEASURE	MEASUREMENT
13 (cont.) developmental order.		
14. Throughout the school day, the teacher projects (and radiates) a positive attitude about teaching and student learning.	14.1 Informal observation	14.1.1 Students are happy and eager to learn
	14.2 Reports from students	14.2.1 Teacher uses humor in instruction
	14.3 Reports from parents	
	14.4 Reports from teachers and community	
15. Through the examination and inspection of recordkeeping forms, the teacher maintains an evaluation system that identifies students' achievement.	15.1 Review student's classroom folder	15.1.1 Review class roll book
	15.2 Review students' grade reports	15.2.1 Review evaluation system listed in course syllabus

APPENDIX I

CLASSROOM MANAGEMENT COMMITTEE

CLASSROOM MANAGEMENT

Condition and Behavior	Unobtrusive Measure	Conventional Measure
1. When engaged in classroom instruction and interaction with students at other times, the teacher establishes a positive psychological environment for learning.	1.1 Presence of a positive reinforcement system in the classroom.	1.1.1 Direct observation of teacher/student interactions.
	1.2 Presence of positive written feedback statements on students' work.	
	1.3 Wall charts and other displays of students' work and progress.	
2. While on school property, the teacher provides an orderly and safe environment.	2.1 Number of accidents due to teacher negligence.	2.1.1 Direct observation of safety drills.
	2.2 Number of timely and appropriate referrals to health room or school nurse.	2.2.1 Direct observation of safety instruction.
	2.3 Inspection during or after school for classroom that is orderly and free from safety hazards.	
	2.4 Appropriate and timely written requests for necessary maintenance, repairs and cleaning.	
	2.5 Evidence of safety instruction (posted rules, written tests, etc.).	

Condition and Behavior	Unobtrusive Measure	Conventional Measure
3. After planning for instruction, the teacher selects and prepares equipment and materials in advance of experience.	3.1 Examination of signout sheets for equipment and materials against dates on lesson plans for experience.	3.1.1 Direct observation of experience.
	3.2 Materials required for instruction are present and visible in classroom prior to instruction.	3.2.1 Informal observation of planning period.
4. After the school provides guidelines for keeping records for evaluation, the teacher maintains records appropriate to level and subject to indicate student progress.	4.1 Periodic checks of daily, monthly, and permanent records; report cards; documenting state mandated testing records; and other pertinent information.	
5. After assessing the abilities of the students in relation to the objectives of the activity, the teacher organizes individual, small, or large group experiences as appropriate to the students, subject, and desired outcomes.	5.1 Periodic checks of lesson plans.	5.1.1 Direct observation of instruction.
	5.2 Check for visible posting of classroom schedule and/or instructional groups.	
	5.3 Informal conversations with students in settings other than the classroom.	
6. During transitions within and between instructional periods, the teacher exhibits efficient procedures.	6.1 Posting of any classroom rules that relate to transitions.	6.1.1 Direct observation of transitions: how materials are distributed and collected, how students are directed to move, etc.

Condition and Behavior	Unobtrusive Measure	Conventional Measure
7. Throughout the school day in teacher/student relationships, the teacher demonstrates behavior which shows equal recognition of and respect for every individual.	7.1 Frequency of student reports of fairness or lack of fairness to other members of the school staff. 7.2 Frequency of reports from parents related to fairness. 7.3 Frequency of reports from other members of school staff to administrators.	7.1.1 Direct observation of teacher/student interactions. 7.2.1 Attitude questionnaire answered by all students in all classes.
8. During the instructional day, the teacher provides positive and corrective feedback to learners about self-management skills and behavior at school.	8.1 Teacher's log entries which indicate conferences with students and telephone calls to parents. 8.2 Records of referral to counselors.	8.1.1 Direct observation of teacher behavior.
9. After receiving written copies of state, district, and school policies and regulations, the teacher follows the procedures outlined in the documents which are consistent with school philosophy.	9.1 Review of discipline referrals in relationship to type of infraction. 9.2 Parent reports of compliance with established procedures. 9.3 Administrator and supervisor reports of compliance with established procedures. 9.4 Written reports from outside monitoring agencies.	9.1.1 Direct observation of teacher during fire drills, assemblies, and other routine procedures.

Condition and Behavior	Unobtrusive Measure	Conventional Measure
10. At the beginning and throughout the school year, the teacher makes clear parameters for pupil conduct which are consistent with school and district policies.	10.1 Informal checks with students for comprehension of classroom and school rules. 10.2 Examination of classroom after school for visible posting of rules. 10.3 Student acknowledgments of receiving Student Handbook. 10.4 Parent acknowledgments of discipline codes.	10.1.1 Direct observation of beginning of year exercises and orientation.
11. When engaged in all classroom activities, the teacher deals consistently and fairly with students.	11.1 Informal check with a sample of students. 11.2 Spontaneous reports from students regarding consistency and fairness. 11.3 Spontaneous reports from other teachers and ancillary staff regarding consistency and fairness. 11.4 Spontaneous reports from administrators and supervisors regarding consistency and fairness. 11.5 Spontaneous reports from parents regarding consistency and fairness.	11.1.1 Attitude questionnaire to present and former students. 11.2.1 Direct observation of student/teacher interactions.
12. During the course of the school year, the teacher enlists the assistance of support staff and community resource persons to assist with the development of students.	12.1 Records of referrals made to support staff. 12.2 Records of appropriate activities co-planned with support staff.	

Condition and Behavior	Unobtrusive Measure	Conventional Measure
13. During instructional time, the teacher minimizes student disruptions.	13.1 Trends and patterns in contemporary records maintained by the teacher and other school staff.	13.1.1 Direct observation of instruction noting if the teacher deals appropriately with disruptive student and not the whole class and if after a disruption the teacher regains momentum of instruction.
14. After planning for instruction on a daily, weekly, and yearly basis, the teacher demonstrates an efficient use of time.	14.1 Examination of monitoring or modifications of lesson plans to determine how much of the plan is accomplished and how many time goals are met.	14.1.1 Direct observation of instruction to determine the teacher's use of time (begin on time, end just before class period ends, etc.).
	14.2 Content coverage of student exams and the scores achieved by students on these exams.	
	14.3 Examination of lesson plans for activities with projected time limits and yearly timelines for curriculum coverage.	

APPENDIX J

COMMUNICATIONS COMMITTEE

COMMUNICATION

CONDITION AND BEHAVIOR	UNOBTRUSIVE MEASURE	CONVENTIONAL MEASURE
1. When engaged in classroom instruction and other interaction with students, the teacher demonstrates postive written communication skills that are related to improved student outcomes.	1.1 Course/grade specific Instructional Objectives are available for review from all teachers. Objectives address specific contents to be mastered, grade level and appropriate level of difficulty. Each objective states who, what, when, and how and is written in correct form.	1.1.1 Periodic checks of teachers' written comments on student assignments, homework, exams,/tests, report cards, progress reports are constructive and focus specifically on how the student can improve achievement.
	1.2 Classroom rules and procedures exist in written form. They state expected behavior and conduct including rewards and consequences. Each teacher has written rules and procedures covering homework, discipline, attendance, promptness, and grade requirements.	1.2.1 Periodic checks of teacher-prepared written materials show they are grammatically correct, use correct spelling,and are legible.
2. When engaged in classroom instruction and other interaction with students, the teacher demonstrates postive oral/nonverbal communication skills that are related to improved student outcomes.	2.1 Informal observation reveals clear speech , good tone, appropriate volume, clear articulation and enunciation.	2.1.1 Scheduled observations of lessons taught specifcally for evaluation purposes.
	2.2 Informal observation reveals accurate use of vocabulary AND sentence structure using standard oral language.	
	2.3 Informal observation reflects proper use of praise and sensitivity to students' feelings. Teacher's refrain from using negative criticism, threats, sarcasm, and inappropriate expressions of anger. Classroom Climate surveys are used to document these conditions.	
	2.4 Informal observation reveals teacher's use of questioning techniques that stimulate critical/divergent thinking and encourage	

CONDITION AND BEHAVIOR	UNOBTRUSIVE MEASURE	CONVENTIONAL MEASURE
	2.4 (cont.) student participation in class. Teacher questions reflect varied levels of difficulty to meet student needs.	
3. When engaged in classroom instruction and other interaction with students, the teacher demonstrates postive nonverbal communication skills (gestures/body language, poise/control) that are related to improved student outcomes.	3.1 Informal observation reflects positive teacher expressiveness related to facial gestures, hand gestures, body movement, eye-contact and proximity to students. 3.2 Informal observation reflects appearance that is neat, clean and adheres to appropriate dress code for professional position. 3.3 Informal observation shows that teachers refrain from distracting mannerisms such as "keeping hands in pockets", "rocking and swaying back and forth", "leaning on the desk", etc.	3.1.1 Scheduled observations of lessons taught specifically for evaluation purposes.
4. When interacting with parents and the community, the teacher demonstrates positive written communication skills that promote parent support and involvement related to improved student outcomes.	4.1 Frequency of teachers communications in writing with parents through regular use of conventional school reports and official documents, report cards, progress reports/homework, teacher-made test results, special assignment information, and personal letters.	4.1.1 Periodic checks (at least monthly) and examination of records show that written teacher communication to parents is timely, reflects open two-way communication, is consistent with student performance and promotes improved student achievement. 4.1.2 Periodic checks (at least monthly) of information sent to parents from teachers reflects less than 1-2 errors in spelling and grammar.
5. When interacting with parents and the community, the teacher demonstrates positive oral and verbal	5.1 Informal observation and parent survey data reflect that the teacher maintains positive rapport	5.1.1 Scheduled visit to observe skills during parent visitation programs.

CONDITION AND BEHAVIOR	UNOBTRUSIVE MEASURE	CONVENTIONAL MEASURE
5 (cont.) communication skills that promote parent support and involvement related to improved student outcomes.	5.1 (cont.) with parents that is courteous, cooperative, and professional.	
	5.2 Informal observation reveals that the teacher displays sensitivity to socio-economic differences when verbally communicating with parents by avoiding educational jargon when explaining local/state programs and procedures.	
	5.3 Informal observation reveals that the teacher models standard oral language and use of correct grammar.	
6. When interacting with parents and the community, the teacher demonstrates positive nonverbal communication skills (gestures, body language, poise and control) that promote parent support and involvement related to improved student outcomes.	6.1 Informal obsevation reveals positive teacher expressiveness related to facial expressions, body movement, eye contact and proximity when interacting with parents and the community.	6.1.1 Scheduled visit to observe skills during parent visitation programs.
	6.2 Informal observation and periodic checks show that teacher appearance is neat, clean and adheres to appropriate dress code when interacting with parents and community.	
	6.3 Informal observation shows that teachers refrain from distracting mannerisms such as "clock-watching", "correcting student assignments" "pencil-tapping", etc. when interacting with parents and the community.	
7. When interacting with other professional educators and staff, the teacher demonstrates positive written communication	7.1 Receipt of unsolicitied reports by peer professionals and staff of communications problems which have detrimental	7.1.1 Periodic checks and inspection of teacher-written records reveal accuracy, completeness and legibility.

CONDITION AND BEHAVIOR	UNOBTRUSIVE MEASURE	CONVENTIONAL MEASURE
7 (cont.) skills that promote an environment conducive to teaching and learning.	7.1 (cont.) effects on teaching/learning.	7.2.1 Semester checks and periodic reviews reflect that teachers adhere to established state/district procedures, policies, and deadlines in respect to reports, memos, letters, etc. 7.3.1 Periodic reviews reveal teacher-prepared materials are grammatically correct with no mispellings.
8. When interacting with other professional educators and staff, the teacher demonstrates positive oral and verbal communication skills that promote an environment conducive to teaching and learning.	8.1 Informal observation shows that teachers maintain courteous, cooperative, and professional behavior when interacting with other professionals and staff. 8.2 Informal observation shows that teachers are sensitive to others point of view, abstain from overt criticism and promote collegial unity within the faculty. 8.3 Informal observation reveals that teachers model standard oral language and use of correct grammar.	8.1.1 Scheduled opportunities (committee meetings, etc.) to evaluate interaction.
9. When interacting with other professional educators and staff, the teacher demonstrates positive nonverbal communication skills (gestures, body language, poise and control) that promote an environment conducive to teaching and learning.	9.1 Informal observation reveals positive teacher interaction between and among teachers and other staff. Gestures, body language, nonverbal poise and control communicate a professional atmosphere of trust and respect. 9.2 Informal observation and periodic checks reflect teacher appearance that is neat, clean and adheres to appropriate dress code for professional educator.	9.1.1 Scheduled opportunities (committee meetings, etc.) to evaluate interaction.

CONDITION AND BEHAVIOR	UNOBTRUSIVE MEASURE	CONVENTIONAL MEASURE
	9.3 Informal observation shows that teachers refrain from distracting mannerisms that communicate disinterest, disconcern, inattention, or other nonprofessional behaviors. Evidence is sought by observing faculty meetings, inservice workshops, or other school related meetings that require teachers to interact professionally.	

APPENDIX K

PLANNING ABILITY COMMITTEE

PLANNING ABILITY

Condition and Behavior	Unobtrusive Measure	Conventional Measure
1. Given a content area and national/state/local objectives, the teacher will develop a written annual or long-range plan including properly sequenced major topics for the year, with general outcomes and approximate time sequences for each topic.	1.1 Review any existing plan for criteria. 1.2 Review an assigned plan for criteria.	1.1.1 Organized Checklist such as APT or PET schemes.
2. Given an annual long-range plan, the teacher will develop a written unit plan;		
a. identifying properly sequenced terminal learning objectives for each topic;	2.1 Review an existing plan for criteria.	2.1.1 Organized checklist such as APT or PET schemes.
b. specifying approximate time span for each objective;	2.2 Review an assigned plan for criteria.	
c. reflecting the belief that all students can and will succeed at progressively higher levels.		

Condition and Behavior	Unobtrusive Measure	Conventional Measure
3. Given a unit plan and a group of students, the teacher will develop a written daily/weekly lesson plan with specific measurable/observable intermediate objectives which reflect;		
a. the level and complexity of the content;	3.1 Review any existing plan.	3.1.1 Organized checklist such as APT or PET scheme.
b. the diagnosed level of student achievement with grouping/regrouping as appropriate;	3.2 Review an assigned plan.	
c. effective teaching, reteaching, enrichment strategies, methods and activities;		
d. appropriate resources, materials, equipment;		
e. higher levels of thinking reasoning, problem solving;		
f. cognitive, affective, psychomotor, and social skills/knowledge as appropriate;		
g. active involvement of students to maintain focus;		
h. reinforcement, retention, application, and transfer activities as appropriate;		
i. the integration of related content, resources, and activities into the lesson plan;		
j. strategies for evaluating each intermediate objective.		

Condition and Behavior	Unobtrusive Measure	Conventional Measure
4. Given a group of students, the teacher will develop an annual classroom management plan which includes;		
a. a discipline code specifying rules and consequences;	4.1 Determine existence of discipline code, i.e., visible posting of classroom rules	4.1.1 LEA checklist
b. procedures and routines for daily classroom operation;	4.2 Determine existence of routine chart or student understanding of procedures and routines.	
c. provisions for designing a well organized, attractive classroom conducive to learning;	4.3 Note design and arrangement: Is the classroom organized, attractive, and consistent with teaching/ learning objectives chosen by teacher.	
d. procedures for on-going communications with parents.		
5. Given a group of students and an annual plan, unit plans and daily/weekly plans, the teacher will develop a system for the regular, intermittent, and continuous assessment and monitoring of each student's progress.	5.1 Determine existence of assessment plan. Note frequency and comprehensiveness of plan.	5.1.1 LEA checklist.
6. Given a group of students and an annual plan, unit plans and daily/weekly plans, the teacher will develop a system for the regular, intermittent, and continuous assessment and monitoring of each student's progress.	6.1 Determine existence of assessment plan. Note frequency and validity of plan.	6.1.1 LEA checklist.

Condition and Behavior	Unobtrusive Measure	Conventional Measure
7. Given a group of students and annual, unit and daily/weekly plans, the teacher will develop a procedure for evaluating the effectiveness and appropriateness of the: a. annual plan; b. unit plan; c. daily/weekly plan; d. implementation of the plan	7.1 Review any existing plan. 7.2 Comparison or review of plans across school years to note any revisions made by teacher.	7.1.1 Use an existing APT or PET Scheme.
8. Given the assignment of planning an on-site extra curricular activity, the teacher can schedule, coordinate, budget, and supervise the activity.	8.1 Request a copy of plan and note any obvious snarls and as the plan is implemented note any significant conflicts due to lack of planning.	8.1.1 Existing LEA after-action report.
9. Given the assignment of planning an on-site extra curricular activity, the teacher can schedule, coordinate, budget, and supervise the activity.	9.1 See 8.1	9.1.1 See 8.1.1
10. Given the assignment of planning a public relations type activity, the teacher can schedule, coordinate, budget, and supervise the activity.	10.1 See 8.1	10.1.1 See 8.1.1
11. Given the assignment of planning an activity of the teacher's device, the teacher can schedule, coordinate, budget, and supervise the activity.	11.1 See 8.1	11.1 See 8.1.1

APPENDIX L

PROFESSIONAL QUALITIES COMMITTEE

PROFESSIONAL QUALITIES

Condition and Behavior	Unobtrusive Measure	Conventional Measure
1. After completion of a professional preparation program and LEA orientation to policy, the professional teacher preserves the confidentiality of the teacher-student-parent relationship. The professional teacher does not divulge sensitive information acquired through interacting with students and parents.	1.1 Through monitoring and external reports, determine that teacher practices confidentiality.	1.1.1 Routine documentation
2. After completion of a professional preparation program and LEA orientation to policy, the professional teacher maintains an adequate communication between home and school.	2.1 Observe for adherence to LEA and school policy. Look at representative samples of communications and records of poor or inaccurate communication home.	2.1.1Routine documentation
3. Based on the teacher's knowledge of human development and LEA policy, the professional teacher identifies social/personal problems of students and provides appropriate courses of action which lead to the alleviation of those problems.	3.1 Records of reports of social problems and resolution or referral of problems/situations.	3.1.1 Routine documentation
4. Following orientation to LEA policies, the professional teacher conforms to those policies and standards which facilitate an effective educational delivery system.	4.1 Records of violations of LEA and school policies.	4.1.1 Routine documentation

Condition and Behavior	Unobtrusive Measure	Conventional Measure
5. Following orientation to LEA policies, the professional teacher follows appropriate procedures to attempt to change or alter inappropriate policies or standards which are counter productive to effective education.	5.1 Observation and document of appropriate manner of correcting policy which blocks effective instruction.	5.1.1 Routine documentation
6. Following orientation to SEA and LEA policies, the professional teacher exceeds the minimum requirements for professional development established by state and local policy.	6.1 See Content/Level Mastery.	
7. Concurrent with employment the professional teacher will be a member in good standing in at least one appropriate professional organization or devise an alternate plan to accomplish the goals of program affiliation.	7.1 Extent of participation and effect on changes in teaching practices.	7.1.1 Record of membership
8. Upon completion of a professional preparation program and orientation to state and local policies, the professional teacher assures security of standardized test materials.	8.1 Monitor and/or external reports of violations.	8.1.1 Routine documentation
9. Following an adjustment period, but within the first employment year and thereafter, the professional teacher will establish a plan to share information with peers via structured opportunities.	9.1 Evidence that information sharing has improved instruction.	9.1.1 Existence of plan.

Condition and Behavior	Unobtrusive Measure	Conventional Measure
10. Following an adjustment period, but within the first employment year and thereafter, the professional teacher will show evidence of a purposeful professional visit to a peer teacher's teaching area.	10.1 See 9.1	10.1.1 See 9.1.1
11. Following an adjustment period, but within the first employment year and thereafter the professional teacher will show evidence of a purposeful professional visit to a peer teacher's teaching area.	11.1 See 9.1	11.1.1 See 9.1.1
12. Following completion of a professional preparation program and orientation to state, LEA, and school policies standards for dress and behavior, the professional teacher will show evidence of being a positive role model for students to emulate or successfully resolve the issue with the LEA administration.	12.1 Negative reports from peers, students, parents, supervisors, and community, which significantly effect instructional value.	12.1.1 Routine documentation 12.1.1Direct observation of instruction.
13. Following completion of a professional preparation program and employment, the professional teacher will not discourage students to pursue teaching careers or any other worthwhile employment pursuit.	13.1 Negative reports from peers, students, parents, supervisors, and community which degrade teaching profession.	13.1.1 Informal Records

APPENDIX M

PERSONAL QUALITIES COMMITTEE

PERSONAL QUALITIES

Condition and Behavior	Unobtrusive Measure	Conventional Measure
1. Following orientation to LEA policies on absences for professional staff the teacher will:		
a. adhere to district regulations and policies AND	1.1 Rank order frequency of absences by staff and faculty.	1.1.1Review record for excessive absences
b. use sick leave prudently.	1.2 Rank Order sick leave by and type of illness/subject.	1.2.1 Review record for excessive absences.
	1.3 Construct pattern of absences by days/ types/seasons.	
2. Following orientation to LEA and school-building policies, the teacher will be punctual in reporting to class, school, and scheduled meetings, routine duties and/or appearances.	2.1 Record order of arrival and tardy faculty members.	2.1.1 Occasional recall.
	2.2 Spontaneous reports from of students, parents and other school staff.	
	2.3 (Come early, stay late).	

Condition and Behavior	Unobtrusive Measure	Conventional Measure
3. Following assignments of routine or special nature, the teacher will demonstrate dependability in meeting obligations by:		
a. performing the tasks properly AND	3.1 Request after-action report and confirmation by another party or evaluator.	3.1.1 Occasion evaluation (general).
b. completing the tasks on time.	3.2 Time clock turn in record.	3.2.1 General evaluation
	3.3.1 Documentation of informal observations.	
4. Following completion of a professional preparation program and orientation to LEA and building policies on dress/appearance, the teacher will dress/groom appropriately for his/her position or successfully resolve the issue with the LEA administration.	4.1 Daily observations, comments by students, comments by peers, comments by supervisors, comments by parents, and photographs in publications.	4.1.1General undirected observations.

Condition and Behavior	Unobtrusive Measure	Conventional Measure
5. Following an in-service presentation on Human Relations/Positive Attitude the teacher will demonstrate traits in those areas as evidenced by:		
a. Accepting constructive criticism,	5.1 Observe reactions to constructive criticism according to a set of constructed guidelines.	5.1.1 General undirected observations.
b. Accepting duties/ responsibilities in a positive manner,	5.2 Collected ratings of positive attitudes related to duties and assignments.	5.2.1 General undirected observations.
c. Exhibiting respect for worth and dignity of all students,	5.3 Collected records of references supporting worth and dignity of students and lack of otherwise evidence.	5.3.1 General undirected observations.
d. Exhibiting respect for worth and dignity of all peers professionals, and	5.4 Collected records of references supporting worth and dignity of students and lack of evidence except for peers.	5.4.1 See 5.3.1
e. Exhibiting respect for worth and dignity of all parents/guardians.	5.5 Collected records of references supporting worth and lack of evidence except for peers.	5.5.1 See 5.3.1

Condition and Behavior	Unobtrusive Measure	Conventional Measure
6. Presented with opportunities, the teacher will convey a positive image of the school to peers, parents, and the community.	6.1 Record of positive and negative comments reported by peers, parents, and community membership. 6.2 Record of positive comments heard by evaluator and made toward the community, peers, or parents.	6.1.1 General observation and occasionally recorded.
7. Given situations which require modifications in plans, the teacher will demonstrate the ability to cope satisfactorily with changes.	7.1 Observations of teacher in action and records of appropriate or inappropriate changes in plans.	7.1.1 General observations and recording.
8. In the daily tasks, duties, and responsibilities, the teacher will display enthusiasm rather than disdain.	8.1 Documentation of positive and negative comments manifest during daily tasks and duties. These comments are to be taken in context and viewed in terms of chronicity or consistency of attitude.	8.1.1 General Observation and record.
9. In the performance of duties, tasks, and responsibilities, the teacher will maintain appropriate emotional behavior and control.	9.1 Record of appropriate emotional state and inappropriate emotional state during daily tasks and duties. Include verbalizations. These comments are to be taken in context and viewed in terms of chronicity or consistency of attitude.	9.1.1 General observation are record.

Condition and Behavior	Unobtrusive Measure	Conventional Measure
10. In the performance of duties, tasks, and responsibilities, the teacher will display self-confidence.	10.1 Record of statements indicating self-confidence or lack of self confidence related to daily tasks, responsibilities.	10.1.1 General observation and record.
11. Provided with opportunities to volunteer in either professional or community activity support, the teacher will offer and provide high quality volunteer assistance.	11.1 Rosters of volunteer service in school related activities. 11.2 Letters of merit from community agencies. 11.3 Lack of evidence of over-committment.	11.1.1 General observation and recall.

APPENDIX N

SCHEDULES COMMITTEE

REPORT OF TASK FORCE ON SCHEDULES

I. Student Achievement

1. Recognize teacher efforts when teachers are responsible for individual and collective student gains on standardized examinations (e.g., BSAP, CTBS, and CSAB) during the previous academic year.

AWARD DATE: Mid-October or early November

Possible awards (1) Lower denomination U.S. Savings Bond, (2) Plaques, (3) Awards dinner, (4) Released time to visit neighboring school districts.

2. Present special incentive awards to teachers who engage in before-school or after-school projects with students. These projects may be extended-day or programs that are derived from special funds which focus on improved student achievement.

AWARD DATES: August - May

Possible awards: (1) Opportunities for professional advancement, (2) Opportunities to serve in leadership roles, (3) No bus duty, (4) Duty free lunch periods.

II. Program Enhancement

1. Award teachers who possess the ability to write proposals that result in state or federal funding support for the school district.

AWARD DATES: Any time during the first or second semester.

Possible awards: (1) Cash bonus, not to exceed $500, (2) Tuition and fees paid for a maximum of six semester hours, (3) Purchases of common, limited to $500 stock, (4) Expenses paid to attend professional conferences and/or meetings.

2. Provide appropriate awards to teachers who develop classroom related teaching materials. These materials are valued and have proved to be exemplary in improving learning opportunities and student achievement in one or more defined areas taught in the schools: science, math, language arts, social studies, reading, home economics, vocational arts, and physical education, etc.

AWARDS DATES: August - May

Possible awards: (1) Cash awards, up to $250, (2) Tuition grant for one graduate course, (3) Released time from school, (4) Professional dues and subscriptions paid, up to $250.

3. Teachers will select awards for having managed their classrooms successfully. This means that no major discipline problems arose that required outside intervention by the principal or other school personnel outside the classroom.

AWARD DATE: May

Possible awards: (1) Clerical assistance, (2) "Teacher of the Month" awards, (3) Pins, (4) Staff recognition for outstanding performance.

III. Professional Development

1. Present special recognition and awards to teachers who have gone beyond initial certification and have become certified in a second (or third) teaching area.

AWARD DATES: August and January

Possible awards: (1) Interim training program, (2) Released time from teaching, (3) Opportunities to change positions, (4) Released time to serve on evaluation teams (NCATE, SACS, NASDTEC, etc.)

2. Establish $500 cash awards for teachers who "retake" the National Teacher Examination and score at least 50 points above a previous score in a subject matter area.

AWARD DATES: October through April

Possible awards: (1) $500 cash, (2) $500 savings bond, (3) $500 for professional development activities, (4) $500 to attend professional conferences.

3. Teachers will be given awards for maintaining a perfect attendance record during the academic year.

AWARDS DATE: (May or August)

Possible awards: (1) Loan forgiveness or scholarship, (2) Tuition for college work, (3) Plaques or Certificates along with $300 cash, (4) Special awards ceremony/dinner.

IV. Community Involvement

1. Teachers are awarded with incentives for providing inservice training to parents in the school district on topics that are of community interest, e.g., S.C. Exit Examination, Programs for the Handicapped, etc.

AWARD DATES: May

Possible awards: (1) Cash bonus payments, (2) Special insurance arrangements, (3) Tax deferred programs. (4) Loan forgiveness and scholarships.

APPENDIX O

MENU COMMITTEE

INCENTIVE MENUS

INTRODUCTION

The Incentive Menus Task Force suggests several incentives for recognizing and motivating outstanding teacher perfomance. The Committee suggests that incentive programs be designed to meet the individual/unique needs of each district. In addition, the Committee recommends that the amount of $5,000.00 be established for an individual teacher incentive. (That is, the total value of the "cash" and "non-cash" incentives should not exceed $5,000.00.) Finally, the Committee suggests that districts limit incentives requiring that teachers be away from school to no more than ten days per year.

*MONETARY (CASH) MENUS

1. Bonus Payments (Salary/Cash Amounts; $3,000 - $5,000)
2. Stocks (Gifts; Special Plans - Stock Bonus, Stock Option, Stock Purchase)
3. Bonds (Gifts; Special Plans)
4. Special Insurance Arrangements
5. Tax Deferred Programs
6. Supplemental Retirement Plans; Early Retirement Programs
7. Loan Forgiveness and Scholarships
8. Grants ($1000)
9. Tuition for Graduate Work (Actual Amount of Tuition, plus Expenses)
10. Sabbaticals (one Year)
11. Internship Training Programs (--to One Year)
12. Opportunities to Attend Conferences, Workshops, Special Training (All Expenses Paid by District)
13. Professional Dues/Subscriptions ($250)
14. Professional Fees/Entrance Fees/Contest Fees
15. Travel Expenses ($1000-$3000)
16. Clerical Assistance

NONFINANCIAL (*NON-CASH) INCENTIVES

1. Pins
2. Plaques
3. Certificates
4. Special Awards Ceremonies/Dinners
5. News Media Coverage
6. "Teacher of the Month" Programs

7. Staff Recognition for Outstanding Performance
8. Opportunities to Change Position (Grade Level/Subject Area Assignment)
9. Opportunities for Advancement
10. Appointment to Prestigious Committees
11. Released Time to Serve on Community Boards/Councils
12. Released Time to Serve on Evaluation Teams (i.e. SACS)
13. Released Time to Serve As A Consultant to Other Districts
14. Released Time to Serve to Visit Other District
15. Duty Free Lunch
16. No Bus Duty
17. No Homeroom
18. Opportunities to Serve in Responsible Roles/Leadership Roles
19. Opportunities to Participate in Decision-Making

VOLUNTARY PARTICIPATION PLAN

It is suggested that a voluntary participation plan be developed whereby each teacher would be required to submit a letter of application at the beginning of each school year expressing his/her desire to participate in the program.

A teacher wishing to drop out of the program would also be required to submit his/her request in writing.

As stated previously, participation would be entirely voluntary.

*NOTE: MONETARY ("CASH") MENUS
Indirect incentives are included because such incentives would be costly to the teacher, if purchased directly.

APPENDIX P

AWARDS AND SOURCES

SOURCES OF INCENTIVES

Institutions, businesses and organizations at the national, state, regional and local levels could be sources of incentives -- either cash, service or merchandise.

Obviously, sources closest to home are most likely to be willing to provide incentives. In small and rural communities, however, regional businesses and institutions might be approached where they are the nearest suppliers of certain products or services (e.g., book stores, real estate companies, education supply stores, food distributors, etc.)

An important question in considering possible sources for incentives is this: Who does business with the district? Who supplies its equipment, janitorial supplies, foodstuffs, power, fuel ,etc.? Who takes class pictures, publishes the yearbook, makes the class rings, supplies the computers, etc.?

Here are some types of incentive sources identified by the committee:

LOCAL

- Small business (most likely to offer goods, discounts)
  - drug store
  - hardware store
  - gas station
  - restaurant
  - beauty parlor /barber
  - farm supply store
  - natural gas company
  - water company
  - furniture store
  - florist
  - dry cleaners
  - funeral home (cash)
  - video rental stores
  - stores that rent furniture, TVs, vcr's , etc.

- Franchises (food, etc.)

- Grocery stores (specific commodities)

- Chain stores (dime stores, etc.)

- Small industries (cash)

- Large industries (cash, possibly from foundation)

- Professional individuals or organizations (cash)
  - doctors
  - lawyers
  - dentists
  - accountants
  - etc.

Sources of Incentives - Page Two

- Clubs and civic organizations (banquets, cash for prizes)
- Churches or religious organizations
- Individuals
- Local colleges
- Chambers of commerce
- Farm community

REGIONAL (any of the above, plus:)

- Banks (cash, service discounts)*
- Power company (cash)
- Telephone companies (cash, service discounts)*
- Cable TV companies (cash, service discounts)
- Insurance companies*
- Car dealers*
- Bookstores, education supply stores*
- Real estate*
- Fitness centers*
- foundations
- music stores, record/tape stores*
- Media (newspapers, TV)*

(*)*May be local in non-rural areas*

STATE

- Banks
- Textiles
- Foundations

TYPES OF INCENTIVES

The committee identified types of incentives as well as specific incentives. Cash incentives could be provided from a variety of sources, although the committee believes the best sources for such incentives would be large businesses, industries and corporations -- or businesses such as funeral homes where free services and discounts would not be appropriate.

The committee felt that non-cash incentives might be very appealing to teachers and might provide an incentive greater than the equivalent cash value of the premium.

Among the kinds of non-cash incentives identified by the committee were:

Extra leave - The teacher might receive additional professional leave days to take part in seminars, conferences, teacher exchanges, visitations to successful programs, or to make presentations. The teacher might also receive personal leave, or leave to participate in community projects not directly related to school.

Public recognition - The teacher might be recognized publically for his or her accomplishment through press releases, billboards donated by business or industry, an annual banquet, an "Oscar" type award, or something from the Legislature. On billboards or in newspaper advertisements (etc.), the district could rotate the pictures and names of a group of teachers each month.

Professional development - The successful teacher could receive a scholarship worth so many hours of college credit which the teacher could use for recertification or to take any course of interest (our preference). The teacher could take part in an independent study program sponsored by a local college which awarded one-time credit (of 3 hrs.) toward recertification -- the indendent study credit would be tied to the criteria for awarding the incentive.

Special consideration within school - The successful teacher might receive his or her choice of assignments within the school and/or school system (within reasonable limits). The teacher might also receive extra consideration for class materials beyond the minimum provided to all classrooms.

Special retirement considerations - Although the committee did not know enough about the retirement system to work out the specifics, some thought was given to a program that would allow teachers to earn credit towards early retirement.

Deferred reward - A related suggestion would defer a teacher's cash incentive by investing it in a sheltered annuity that would be made available to the teacher upon retirement. This program would allow the incentive to grow through the payment of interest, avoid immediate taxation (and the negative psychological effects of a shrunken bonus) , and perhaps alleviate some of the negative peer pressure associated with cash bonuses.

Prizes, premiums, discounts, vacation packages - The committee felt that prizes of various kinds could be effective incentives even though their cash value might be less than the typical cash bonus. The committee sees definite advantages in offering non-cash items that the individual might never buy for himself or herself but would find real satisfaction in receiving. Among our ideas:

Gift certificates and discounts - Local merchants might be willing to sponsor a gift certificate for purchases or offer a discount for products or services. The success of this idea might be enchanced by a "coupon book" where a group of merchants take part.

Shopping spree - A teacher would have the opportunity to shop in a particular store for a particular period of time, with the tab paid by the merchant, a sponsor or the school system (with the store offering a discount on the total, perhaps).

"Wheel of Fortune" type shopping - A teacher would earn points or "incentive dollars" which he or she could spend by selecting merchandise from a list (preferably a photographic display) assembled by the district or a provider. the prizes should include some very nice gifts (VCRs, vacation trips, etc.).

Vacation packages - A teacher could select vacation packages to various locations, including Hawaii, Las Vegas, the Carribean, Myrtle Beach, etc. These packages could be purchased through a travel agent using donated funds or district funds set aside for incentives.

Resort housing owned by district - Although this idea may seem a little far-fetched, it might be an economical way to reward a significant number of people. A condo-minimum at the beach or in the mountains could be purchased by the district and sucessful teachers could win weekends or holiday weeks free-of-charge. The property would be a district asset.

House Cleaning Service - The district would underwrite the cost of a weekly cleaning service for one year.

Health Club Membership - The district would purchase a one-year membership in a health club or spa for the teacher. In areas where the opportunities exist, this idea might be expanded to include swim clubs, tennis clubs, golf courses, and other recreational centers.

What Are Incentives?

Incentives are rewards, gifts, prizes, etc. aimed at getting someone to do something -- to behave in the way we want them to behave.

Our task does not appear to include determining how much of an incentive is necessary to encourage teachers to excel. Rather, our task is to identify different kinds of incentives and sources for those incentives.

What forms might incentives take? We all know the most famous of incentives:

1. Ca$h!

What, besides cash, might be used as an incentive to encourage adults to adopt the behaviors we want them to adopt? Start with small things and work up.

2. Non-Cash Incentives

Who Could Provide Incentives?

Let's brainstorm now about some sources for incentives. Let's think about any kind of incentive, cash or non-cash.

For starters, let's ignore specifics and just list any likely source of an incentive, be it large or small. Think about public and private institutions, organizations, types of individuals -- any and everything.

Come up with general or generic categories (e.g. lawyers rather than Lawyer Jones, etc.)

COVER LETTER AND QUESTIONNAIRE

COVER LETTER

1. Each letter should be personalized as to name and address. The opening paragraph could also be personalized, mentioning the business, industry, etc.

2. The letter should stress the business' involvement in the community.

3. The letter should point out the strong connection between the public schools and the ultimate economic success of the community.

4. The letter should let the merchant (etc.) know that others in the community are being approached for support -- that this is a community-wide effort of which they will want to be a part.

5. Explain the incentive program: First, the philosophy behind it (try to tie it in the incentives in the private sector); explain the nuts and bolts of how it works; explain how it will improve the schools.

6. Explain what you want from the potential donor -- "would you be willing to support this program in some way?" Include answer to the question, "Why me?" (See list of motivations). In cases where the potential donor provides goods or services to the district, we suggest some language like this: "Your business and the school community are closely tied together due to the services you provide."

7. Brief explanation of the questionnaire.

8. What will happen after you complete questionnaire.

9. Thank you (and information about who to call if you have questions).

The letter should be as short as possible and still cover this agenda. Some time should be taken to get the letter as compact as possible -- certainly it sould be no more than a page and a half.

THE QUESTIONNAIRE

The questionnaire should meet two objectives: It should gather information that the school district can use in planning, and it should give businesses some options for involvement. It should not only question but educate about the incentive concept.

Here are some recommended questions:

1. Identify name of business, industry (with address, telephone number)

2. Type of business / organization (include choices from sources list)

3. Who is filling out this form? (Name and title) Are you the appropriate contact person? If not, who is?

4. Does your company have a community involvement program? If so, please describe.

5. If you are a business or company, d o you have a merit incentive program? Is it monetary or non-monetary? Please describe:

6. Do you support the concept of merit bonuses or incentives for school teachers? (If yes, please complete the remainder of this questionnaire. If not, please sign and return to us. And thanks.)

7. *A general statement about the kinds of incentives possible under an incentive program should be included here. It should include the possibility of cash and non-cash incentives.*

8. Which would your business organization) be most likely to contribute? (Check one or more.)

   _____ cash
   _____discounts
   _____gift certificates
   _____specific commodities /services
   _____Other (please describe)_____

9. If your business /organization would consider giving cash, in what range would you be able to participate?

   _____ More than $1,000
   _____ $500 to $1,000
   _____ $200 to $500
   _____ $100 to $200
   _____ $ 50 to $100
   _____ Other $_____

10. If you are in a position to give discounts on merchandise or services, please complete these questions:

A. What might be discounted?

B. What size discount?

C. What is the maximum amount for all discounts (in dollars)?

11. If you are in a position to give gift certificates (where you would absorb some or all of the costs), please answer these questions:

A. How would the gift certificate work?

B. What goods or services might be included?

C. What would the maximum amount be for all gift certificates (in dollars)?

12. If you take part in our incentive program, do we have your permission to include your name or the name of your organization or business in our promotional materials, our press releases and our Community Resource Directory? _____YES

13. Please use this space to include any comments, criticisms, or ideas about other approaches we might use to reward incentives to outstanding teachers.

MOTIVATIONS FOR DONORS

Why would donors be willing to provide incentives? Rather than identifying specific motives for each potential donor, the committee has developed a list of possible motives which we feel is fairly inclusive. This list can be reviewed before a particular donor is approached to help develop a solicitation strategy.

BY PARTICIPATING, THE DONOR MAY:

- Receive satisfaction for having contributed to the improvment of the schools and the community;

- Perceive the direct relationship between good schools and the economic development of the community, which will benefit donor;

- Enjoy positive publicity in the media and by word of mouth;

- Bring customers into the donor's business (through use of discounts and gift certificates) who will provide additional business;

- Believe that by taking part in the district's incentive program, the administration and school board will give extra consideration to the donor when it is seeking the goods or services the donor provides;

- Need or may be able to make use of the tax deduction available to those who provide services or goods to non-profits, eleomosynary institutions.